

Summarizing

Level 3

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.

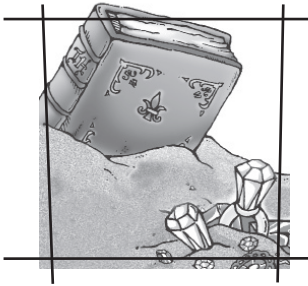
Modeling and Practice

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|

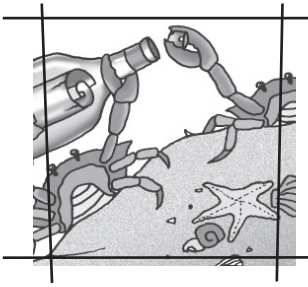
- Randomly assign team leaders.
- Introduce the video.

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.

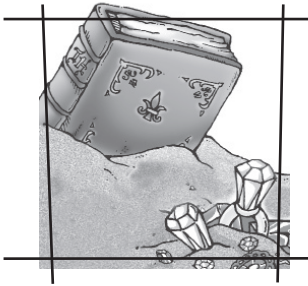
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss 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

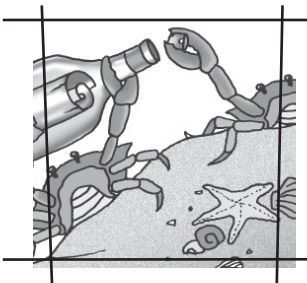
1. What are the story elements?
2. What did you notice about the way Kayla, Diop, Matthew, and Heaven retold parts of the story?
3. How do you retell a story? How do you think retelling a story helps you to be a better reader? (Write-On)

- 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-1

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.

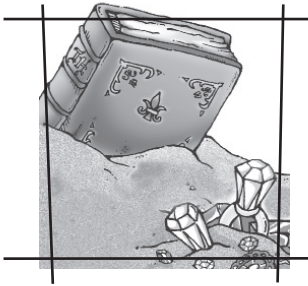
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss 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

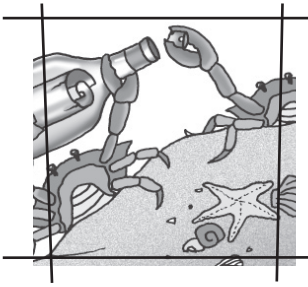
Which events or ideas do you think are less important and could be taken off the list?

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-2

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.
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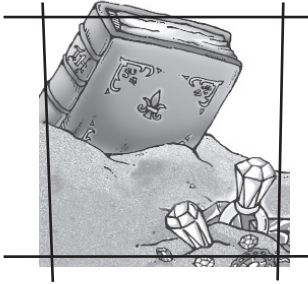
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>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>
<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.

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-2

Team Talk

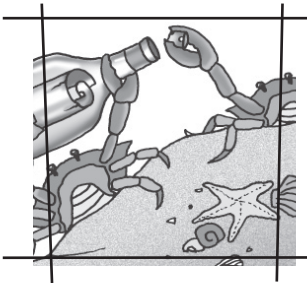
1. The students listed many events or ideas for the story. How does Griot Kenyatta help the students cut down their list of important events or ideas to just a few?
2. How will putting information on a story map help the students at the academy become better storytellers? (Write-On)

- 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-2

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.
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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>Did you revise your story map based on the class discussion? Why or why not?</p> <p>Not everyone's story map may look the same. Why do you think that is?</p>
<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.

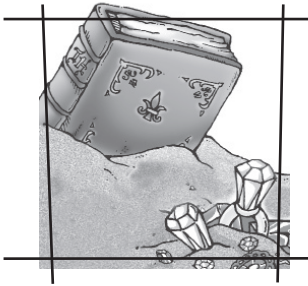
- Summarize the lesson for students.

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-3

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!

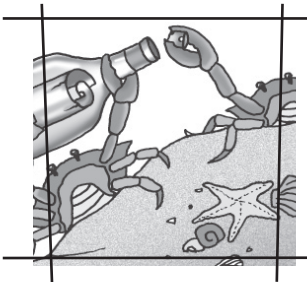
Event:

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.



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 completed story map.

- Read the Griot's Challenge aloud.

Student Edition, page S-3

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

- 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

How long do you think a summary of a story should be? Why do you think this?

Which details do you think you could not leave out of your summary about *Why Anansi Lives in the Ceiling*? What do you think would happen if you left these details out?

- Award team celebration points.

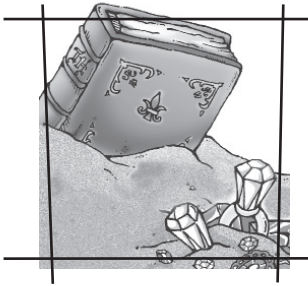
Write-On Discussion

- 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 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.	<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 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-3

Team Talk

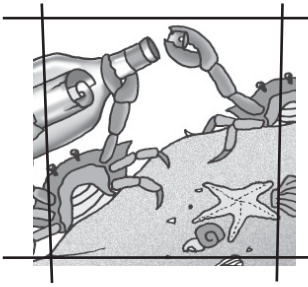
1. What are the three steps to summarizing?
2. What helps you figure out what is important in the story?
3. What are the story elements?
4. How does the story problem help you find the important events or ideas in a story? (Write-On)

- 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.



<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.
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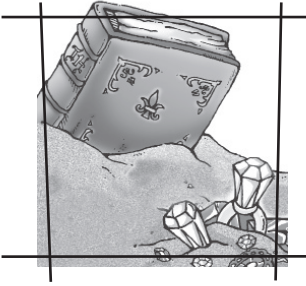
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; width: 20%; padding: 5px;"> <p>Team Talk Extenders</p> </td> <td style="padding: 5px;"> <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> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	<p>Team Talk Extenders</p>
<p>Team Talk Extenders</p>	<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>	

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.

When good readers read, they remember to identify the important events and details in a story or text. They also remember to leave out less-important details that they do not need to include in a summary. Summarizing strategies help you check your understanding and make sure you understand the main ideas and events.

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

Preview Team Talk

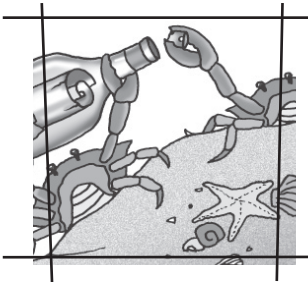
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

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 7. (Write-On) |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Use the first paragraph of *Jay Street Jumpers* 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 Anya wants to play double dutch. She knows she has to practice to be good at double dutch. These seem like important events.

A Collection of Readings,
page 14

Jay Street Jumpers

1. Anya knew she had to practice. No one could become a good rope jumper overnight! She watched the older girls from her window. They did double dutch like they were born jumping rope. Anya knew...she had to go get her girls.

- 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:
Jay Street Jumpers 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 "What is a Jay Street Jumper?" I want to know if a Jay Street Jumper is a person or a thing.* **90 points** = *One question I had before I began reading was "What is a Jay Street Jumper?"* **80 points** = *What is a Jay Street Jumper?*

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

100 points = *Tia and Tara had been practicing their rope-turning skills. They are good at rope turning. They have perfect rhythm. They watch Anya and CeCe while they jump and help the team.* **90 points** = *Tia and Tara are good at rope turning. They have perfect rhythm. They watch Anya and CeCe and help the team.* **80 points** = *Tia and Tara turn the ropes perfectly. They help the team.*

3. Use the information you have written on your story map to write a brief summary of paragraph 7. (Write-On) |SU|

100 points = *The four girls practice and become good at double dutch. Anya and CeCe have become better. Tia and Tara keep rhythm while turning the ropes. The girls are excited for the block party.* **90 points** = *The four girls are good at double dutch. Anya and CeCe get better. Tia and Tara keep rhythm. They are excited for the block party.* **80 points** = *The girls are good at double dutch. They are excited for the block party.*

- Circulate through the classroom, and check for comprehension. Listen to team discussions, and offer hints and suggestions. To encourage further discussion, ask questions such as: 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? Do your important events or ideas have to do with the story elements listed on the literature side of your Summarizing Strategy Card?
- 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
<ul style="list-style-type: none"> – Award team celebration points. 	

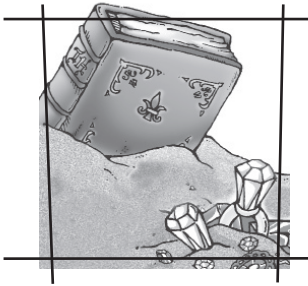
Write-On Discussion

- 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.

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 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.

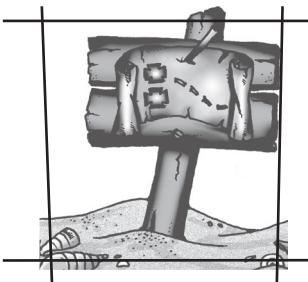
Set the Stage

- 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 students will read for their test. Tell what it is about, but do not give additional information or details.

Today we will read *Just Kickin' It*. We will think about the story's important events or ideas so we can write a summary after reading.

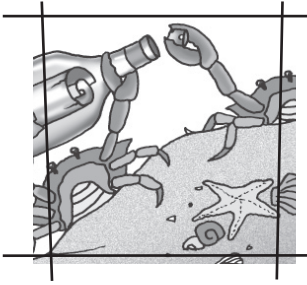
Prepare Students for the Test

- 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.



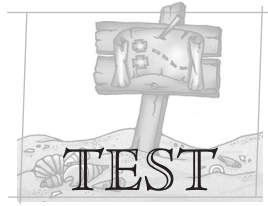
Class Discussion **TP**

- 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.

- 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 *Just Kickin' It*, and answer the following questions. The total score for comprehension questions equals 100 points.

Just Kickin' It

1. Simon loved kickball. Kickball included elements of his two favorite games. He got to kick a ball like in soccer and he got to round bases like in baseball. Most of all, Simon liked being part of a team.
2. Simon's team was called Just Kickin' It. The team had boys and girls on it. His best friends, Kiana and Christopher, were on the team too. Christopher was the catcher. Kiana pitched. Simon played first base. They were all good at their positions. The rest of the team was good too.
3. But was Just Kickin' It as good as Keyon's Kickers? The two teams were the best in the league. They were going to play against each other in the championship game that weekend. Simon just knew his team could win.
4. Each day after school, the members of Just Kickin' It met at the Second Street fields. They all wanted to practice as much as they could. Each player practiced kicking, running, and fielding, or catching, the ball. They also practiced throwing the ball to one another. They needed all these skills to score points and to get the other team out.
5. As captain of the team, Simon told the other players what positions to play and the order in which they would kick. On Friday he praised the players for their best moments on the field. "Kevin, nice catch!" "Mac, excellent slide!" "Kiana, perfect pitch!" He knew that his team was better than Keyon's Kickers. So why was he nervous?
6. On Saturday morning, Simon's mom helped him feel better. She made him a nice breakfast of cereal and fruit. She had been watching the team practice each afternoon. She said, "Simon, don't be nervous. The Just Kickin' It players are great athletes. And remember, even if you don't win, that doesn't change your skills. Have fun playing the game." Simon thanked his mom and together they left for the field.
7. As Simon walked up to the field, he saw his team in their bright blue shirts. Kiana's dad, who is a printer, had put their numbers and names on their shirts. It really helped build team spirit! Keyon's Kickers had shirts too. Their shirts were red. Simon tried not to notice the other team as they practiced. He walked up to his own team and gathered them together in a circle.

8. Simon gave his usual talk. He even used some of the advice that his mom had given him. Then, Just Kickin' It said their team chant and took the field. From the very beginning of the game, Just Kickin' It looked great. They caught almost every ball Keyon's Kickers kicked. They threw the ball to one another to get runners out. But, most of all, each player on Just Kickin' It, kicked the ball to win. They had four homeruns by the sixth inning. They also had three base runs. They were winning 7–5.

9. The score at the end of the game was very close. Just Kickin' It won the game by a score of 8–7. Simon felt so good that he cheered with his team. "I knew we were better than them!" Kevin shouted. "Now wait," said Simon. "We did win and that's great. But we need to remember how close the game was. Let's go congratulate Keyon's Kickers." "You're right," Kevin replied. "Let's be good sports!" So Just Kickin' It lined up opposite Keyon's Kickers. Each team thanked the other for a good game as they slapped hands. As Simon walked through the line, he smiled. Congratulating the other team was maybe his favorite part of the sport!

20 points

1. Which story elements helped 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 helped me predict the main idea of this story is the main character, Simon, and his kickball team. The story must be about playing kickball.* **15 points** = *The story element that helped me predict the main idea of this story is the main character, Simon, and his kickball team.* **10 points** = *The main character helped 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 does 'just kickin' it' mean?" I wanted to know what the title refers to.* **15 points** = *One question I had about the main idea before I began reading was "What does 'just kickin' it' mean?"* **10 points** = *What does 'just kickin' it' mean?*

10 points

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

- Just Kickin' It is one of the best teams.
- Keyon's Kickers is one of the best teams.
- Just Kickin' It is going to play Keyon's Kickers.*
- Simon knew his team could win the game.

20 points

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

20 points = *The story's main problem is that Just Kickin' It is going to play Keyon's Kickers. They are the two best teams in the league. An important event from the story is that Just Kickin' It practices for the game. The team wants to play well.* **15 points** = *The story's main problem is that Just Kickin' It is going to play Keyon's Kickers. They are the best teams. An important event is that Just Kickin' It practices for the game.* **10 points** = *Just Kickin' It is going to play Keyon's Kickers. Just Kickin' It practices for the game.*

10 points

5. Which of the following best describes the main idea of paragraph 5? |MII
- a. *Simon tells everyone what they do well.*
 - b. *Kiana is an excellent pitcher.*
 - c. *Simon is the captain of the team and makes decisions.*
 - d. *Kevin makes a nice catch.*

20 points

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

20 points = *Just Kickin' It beats Keyon's Kickers and wins the game by one point. Simon and his teammates are very happy, and they cheer. They congratulate Keyon's Kickers for playing a good game.*

15 points = *Just Kickin' It wins the game by one point. The team is very happy and cheers. They congratulate Keyon's Kickers.* **10 points** = *Just Kickin' It wins the game. The team cheers. They congratulate the other team.*

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!*

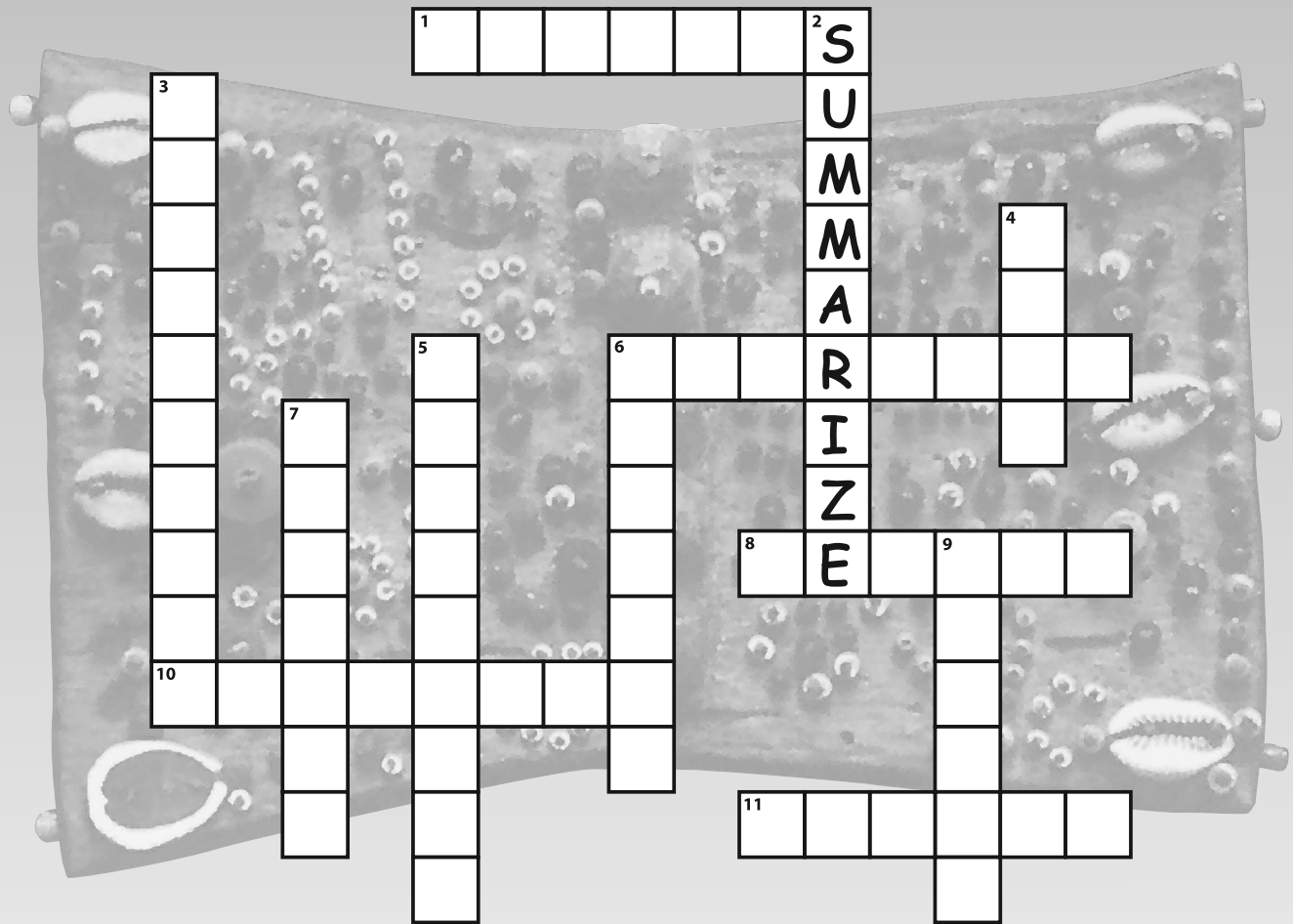
Event:

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.



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Story Map



Title: Jay Street Jumpers

Characters:

Anya
Tia
Tara
CeCe
the older girls

Setting:

Where: Jay Street, the park

When: after school during the week,
the block party on Saturday

Problem:

Anya, Tia, Tara, and CeCe want to show the older girls they can jump rope at the block party.

Event: Anya, Tia, Tara, and CeCe meet and go to the park to practice jump roping. Tia and Tara had been practicing their turning for double dutch and were perfect.

Event: Anya worked on keeping rhythm while jumping rope. She listened to Tia and Tara chant their song and practiced keeping rhythm.

Event: CeCe worked on jumping in and out of the ropes without getting tangled. They worked slowly and helped her move in rhythm with the ropes and chant.

Event: The girls practiced every day after school. On Friday Anya gave them each hair ties with red sparkly beads so they would look like a team.

Event:

Solution:

Anya, Tia, Tara, and CeCe show the older girls at the block party that they can double dutch jump rope just like them.

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 3 / Summarizing at the Lukasa Storyteller's Academy

English Language Arts Standards: Reading: Literature

Key Ideas and Details

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

LITERATURE (6 DAY)

Changes

Written by Andy Wolinsky

Illustrated by James Bravo

The Savvy Reader—Summarizing, A Collection of Readings, pages 19–38

Success for All Foundation, 2011

Summary

Adam is a happy kid. He loves his parents, his home, and his life in general. So when some serious changes come his way, such as a new family member and an upcoming move, how well will he deal with them?

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Summarizing (SU)	Base word and ending	Write a summary.
	Students will use story elements to help them identify the main events in literature. As they read, they will restate (retell) information with their partners. At the end of the section, they will identify the most-important events through discussions with their teammates.	Students will break words into base words and endings and will use the endings <i>-ly</i> and <i>-ed</i> to help them read difficult words.	Students will write summaries of familiar stories using a story map to plan which events are the most important to include.

(continued on next page)

	Reading	Word Power	Writing
CYCLE 2	Summarizing (SU)	Contractions	Write a summary journal entry.
	Students will use story elements to help them identify the main events 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 events through discussion with their teammates.	Students will break contractions into their separate words to help them read words.	Students will pretend that they are Adam and will write journal entries that summarize the important events that happen to Adam in this cycle's reading.

Teacher's Note:

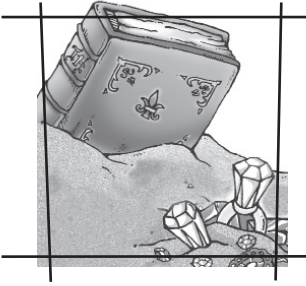
- Before beginning, please read through both cycles of the summarizing lessons for *Changes* to see the sequence of instruction from one cycle to the next. Note in particular that each day during cycle 1 you will develop class lists of the main ideas in the text. You will use these chart paper lists again in Build Background on day 1 of cycle 2, so be sure to store them in an easily accessible location.
- In both cycles you and students will discuss the main ideas of the story (examples are provided). Please allow 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.
- In team discussions, students should agree on some important story ideas, even though they will often express these ideas in different ways. Students may also disagree on other main ideas. Please accept these differences, and use them to create stimulating discussion.

CYCLE 1**Instructional Objectives**

	Reading	Word Power	Writing
CYCLE 1	Summarizing (SU)	Base word and ending	Write a summary.
	Students will use story elements to help them identify the main events in literature. As they read, they will restate (retell) information with their partners. At the end of the section, they will identify the most-important events through discussions with their teammates.	Students will break words into base words and endings and will use the endings <i>-ly</i> and <i>-ed</i> to help them read difficult words.	Students will write summaries of familiar stories using a story map to plan which events are the most important to include.

Teacher's Note:

- On page 22 of the story, the main character is introduced to the concept of Daylight Saving Time. If necessary, explain this idea to students. Students in Arizona may be especially unfamiliar with Daylight Saving Time, as people in that state do not change their clocks in the spring and fall.
- 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 *Changes* by Andy Wolinsky. As we read, we'll identify the most important events in the story. Good readers do this as they read to make sure they understand the story.

- 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.
 - Tell students that the main character in this story will have to deal with some big changes in his life. Use **Think-Pair-Share** to have students discuss some changes they have had to deal with in their own lives. Randomly select a few students to share.
 - Use **Team Huddle** to have students discuss whether they think change is good. Tell students to think about what life would be like if everything remained exactly the same all the time. Use **Random Reporter** to select students to share.
 - Use **Team Huddle** to have students discuss ways to make dealing with changes easier. Tell students to think about what kind of attitude they should have about making changes in their lives. Use **Random Reporter** to select 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
routine page 22	rou- = /roo/ -tine = /teen/ chunk: rou-tine	usual way of doing things	My mom’s <i>routine</i> is the same every day; she wakes up, has coffee, and then reads the paper.
snicker page 22	chunk: snick-er	short, mean laugh	I could hear the <i>snicker</i> from the kid behind me when I answered the question wrong.

Word and Page Number	Identification Strategy	Definition	Sentence
focus page 24	chunk: fo-cus	pay attention	Julie couldn't <i>focus</i> on the math problem because of the noise outside.
eventually page 26	base word + ending: eventual + ly	at last, finally	After a long time, the boring movie <i>eventually</i> came to an end.
continued page 26	base word + ending: continu(e) + ed	kept speaking or doing what one was doing	"And what's more," Mr. Johnson <i>continued</i> , "I don't like it when students are late to class."
stunned page 26	base word + ending: stun + n + ed	shocked, amazed	We were <i>stunned</i> to hear the incredible news that our neighbor had won the lottery.
attend page 28	chunk: at-tend	go to	I <i>attend</i> Wilson Elementary, and I like it there because the teachers and other students are great.
gigantic page 28	chunk: gi-gan-tic	huge, very large	The <i>gigantic</i> skyscraper blocked out the sun.

Using the Targeted Skill (Introduction and Definition)

- Point out to students that when they tell short versions of stories, they are summarizing. Use **Think-Pair-Share** to ask them to summarize a recent or especially fun weekend (or story) by telling, in 15 seconds or less, the most-important things that happened. Give your own examples, if necessary, to prompt their thinking.

We often summarize things that happen to us, or things that we do, to describe our experiences for people who weren't there. For example, we might tell our friends short versions of what we did over the weekend, or the most-important parts of a story we know. Summaries are short. Think about what you did this past weekend or on another recent weekend that you especially enjoyed. Summarize the weekend for your partner by telling only the most-important things that happened. See if you can tell what happened in 15 seconds or less.

- Randomly select a few students to share. If their summaries exceed 15 seconds, remind students that they must decide what is the *most-important* information to convey and what *less-important* details could be excluded. Emphasize the fact that summaries are short.

- Ask students to raise their hands if they can answer “yes” to any of the following questions about what they told in their summaries. (Expect very few raised hands, if any.)
 - Did you repeat conversations you had, telling everything that you said and everything that other people said?
 - Did you tell all the thoughts that went through your mind on that weekend?
 - Did you describe everything that you saw or heard over the weekend?
 - Did you describe every feeling that you had or every smell or taste that you experienced?
- Emphasize that when we summarize, we don’t tell everything. We tell only the most-important information, leaving out all the less-important details unless people ask us for further information.
- Pass out the Summarizing Strategy Cards, and review the three steps of summarizing (retelling important events or ideas, leaving out less-important information, and keeping it short). Explain to students that they will use these cards to help them remember the steps of summarizing as they read.
- Ask students to look at the literature side of their Summarizing Strategy Cards as you read the list of story elements aloud. Ask students where they have seen this information before. *On story maps*. Point out that completed story maps usually include the most-important information about a story on one page—they include all the information that students will need to summarize the story.
- Tell students that the story elements are the most important ideas in a story—the main characters, setting, and story problem should be identified first. Explain that these elements help to identify the important story events—the events that begin with the problem and lead to the resolution of the problem and the story ending.

Listening Comprehension

- Remind students that the main character in this story has to prepare for some difficult changes. Explain that knowing the main characters and what the story is mainly about will help students decide on the most important events. Tell students that the most-important events will show what happens as Adam prepares for his big changes.

Teacher’s Note: Keep this list for use later in this lesson and at the start of cycle 2.



- Read page 21 to students. When you have finished, use a **Think Aloud** to model identifying and listing the most-important ideas from this page and leaving out the less-important information. Aim for two or three important ideas. Display these ideas on chart paper.

Chapter 1

The whole day started out strangely. Adam woke to the sound of his alarm blaring, like it always did. He turned the alarm off and crawled out of bed. Yawning and stretching, he threw some clothes on and trudged to the bathroom to wash his face and brush his teeth. Then he walked downstairs to the kitchen.

Oddly, there was nobody around. Usually when Adam woke on Sunday mornings, his parents were already up and astir. Dad would be making breakfast. Mom would be reading the newspaper, doing the crossword puzzle, and drinking her orange juice. But today the kitchen was empty.

“Where is everybody?” Adam said, partly to himself and partly to the empty kitchen. He looked out in the driveway. Both cars were still there. “That’s odd,” he said. He was thirsty, so he went to the refrigerator and poured himself a glass of orange juice. Then he went outside to get the newspaper. It was a brisk fall morning. The paper was still lying on the lawn, waiting for Adam’s mom.

What was going on? Where was everyone? He wished his dad were up, making a hot breakfast. He walked back into the kitchen, sat down at the table, and started reading the funny pages.

Now that I’ve read the first page, I know some of the important ideas. I know the name of the main character [Adam], so I’ll write it down. I know part of the setting of the story [the fall], so I’ll write that down too. And I know at least one important thing that happens [Adam gets confused when he wakes up and can’t find his parents], so I’ll write that down as well. Write and display these ideas on chart paper.

- Point out that you followed the steps on the Summarizing Strategy Card. Discuss how you decided what pieces of information were more important and what was less important. Point out that you wrote these ideas briefly and in your own words.

I used the story elements listed on my Summarizing Strategy Card to decide what information from this page was the most important. Then I put these ideas into my own words. Since a summary is supposed to be short, I had to leave out a lot of information that, although interesting, wasn’t absolutely necessary to include. For example, I left out things like “Adam gets the paper” and “Adam reads the funny pages.” Those details aren’t as important as some of the other ideas that I chose to list.

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. Which of the following words means about the same as the word *perplexed* in the first paragraph? |CL|
 - a. angry
 - b. confused
 - c. interested
 - d. sorry

Tell how you know.

2. Why does Adam's watch show a different time than the clock on the wall? |CE|
3. How does Adam's behavior show that he is embarrassed about missing the time change? |CH|
4. Choose the best list of important events for page 22 of the story. |SU|

List A

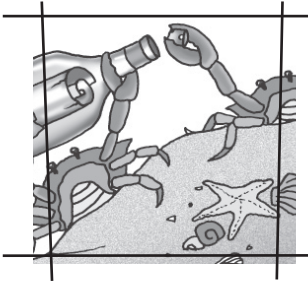
- a. Adam's parents are confused to find him awake.
- b. Adam is up an hour early.
- c. Adam misses the end of Daylight Saving Time.
- d. Adam is embarrassed.

List B

- a. Adam's mom gives him a hug.
- b. Adam looks at the clock.
- c. Adam's dad laughs.
- d. Adam says, "Now I understand."

Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)

- 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 1–5) aloud with partners.
page 22 (paragraphs 6–8) 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. Which of the following words means about the same as the word *perplexed* in the first paragraph? |CL|
 - a. angry
 - b. *confused*
 - c. interested
 - d. sorry

Tell how you know.

100 points = I know *perplexed* means *confused* because Adam's parents don't know why Adam is downstairs already. They are confused until Adam's dad figures out the mystery. He realizes that Adam missed the end of Daylight Saving Time. **90 points** = I know *perplexed* means *confused* because Adam's parents don't know why Adam is downstairs already. They are confused at first. **80 points** = I know it means *confused* because Adam's parents don't know why he is downstairs already.

Team Talk *continued*

2. Why does Adam's watch show a different time than the clock on the wall? |CEI

100 points = Adam's watch shows a different time than the clock on the wall because Adam's dad changed the clocks in the house for the end of Daylight Saving Time. Adam missed it and didn't change his watch.

90 points = Adam's watch shows a different time than the clock on the wall because Adam's dad changed the clocks in the house for the end of Daylight Saving Time. **80 points** = His dad changed the clocks.

3. How does Adam's behavior show that he is embarrassed about missing the time change? |CHI

100 points = Adam's behavior shows that he is embarrassed about missing the time change because he speaks quietly when he realizes his mistake. People often speak quietly when they are embarrassed about something they did. **90 points** = Adam's behavior shows that he is embarrassed about missing the time change because he speaks quietly. **80 points** = He speaks quietly.

4. Choose the best list of important events for page 22 of the story. |SUI

List A

- a. Adam's parents are confused to find him awake.
- b. Adam is up an hour early.
- c. Adam misses the end of Daylight Saving Time.
- d. Adam is embarrassed.

List B

- a. Adam's mom gives him a hug.
- b. Adam looks at the clock.
- c. Adam's dad laughs.
- d. Adam says, "Now I understand."

Tell why you chose the list you did. Why is the other list not the best choice?
(Write-On)

100 points = I chose List A because it includes only important events from this page in the story. List B includes some less-important events, such as Adam looking at the clock. List B also leaves out some important events, such as Adam missing the end of Daylight Saving Time. **90 points** = I chose List A because it includes only important events from this page in the story. List B includes some less-important events, such as Adam looking at the clock. List B also leaves out some important events. **80 points** = List A includes only important events. List B includes some less-important events.

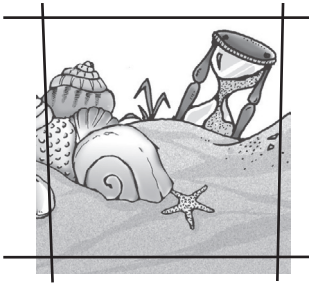
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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
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 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.

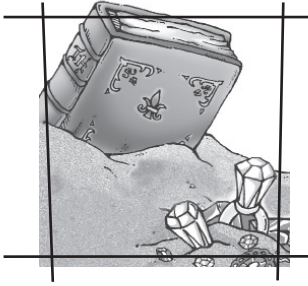
Page 22 (paragraphs 1–5)

- 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

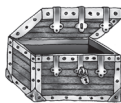
Team Cooperation Goal

- 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 do Adam's watch and the clock show different times?

Listening Comprehension



- Read page 23 to students. When you have finished, use a **Think Aloud** to model identifying and listing the most-important things that happen on this page and leaving out the less-important details. Aim for three or four important ideas. Display these ideas on a new piece of chart paper.

A Collection of Readings,
page 23

Adam's dad set about fixing breakfast for the three of them. "Do pancakes sound all right, Adam?" he asked.

"That'll hit the spot, Dad," Adam said. Adam and his mom sat at the table reading the paper while Adam's dad poured batter, then cooked and flipped the hotcakes. When the pancakes were almost ready, Adam set the table. Then everyone sat down to eat.

Adam was working on his second pancake when he asked, "Dad, what time are we going to the ball game today?"

Adam's dad put down his fork and looked guiltily at Adam's mother. Then he spoke. "I'm sorry, Sport," he said. "Your mother and I have some important business today. We have to meet with some people at the house."

Adam frowned. "But we always go to the ball game on Sunday, Dad."

"I'm sorry, Adam, but things are different today. Your mom and I will explain everything after we have our meeting."

Adam was disappointed, but he tried not to show it. "Okay, Dad. We can go next week."

His dad said, "We'll see."

Adam didn't like the sound of that at all.

I'm going to think about the story elements to help me decide what information is the most important on this page. The story is about changes, so I'm looking for information that might tell me more about these changes. I know that Adam and his dad aren't going to the ballgame like they usually do. That's important, because it tells me that things are different today. Also, Adam's parents say they have important business. I bet it has something to do with the changes that the story is about, so I'll write that down, too. I also remember that someone is coming to the house today. That sounds important enough to put on my list. Finally, the story says that Adam doesn't like what he hears. That seems important, because it tells me how Adam is feeling about all the changes in his routine. I think these four things are the most important information on this page. Write and display these ideas on chart paper.

- Point out that you followed the steps on the Summarizing Strategy Card. Discuss how you decided what information was more important and what information was less important. Point out that you wrote these ideas in your own words.

I thought about what I needed to know, using the story elements listed on my Summarizing Strategy Card. I tried to leave out the things that were less important. For example, I left out the detail that Adam and his parents had pancakes for breakfast, because that doesn't seem as important as some of the other ideas. I don't need to know what they ate to understand the story.

Teacher's Note: Keep this list for use later in this lesson and at the start of cycle 2.

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. Does Adam's dad know all the people at the door? Explain how you know. |DC|
2. How does Adam try to ignore the people at the door? Does this work? |CE|
3. Do you think Adam will learn what's going on? Give evidence that supports your prediction. |PR|
4. Choose the best list of important events for page 24 of the story. |SU|

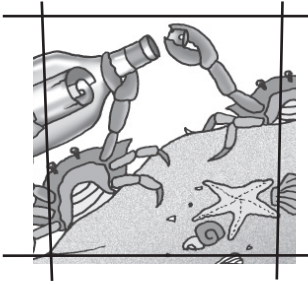
List A

- a. The doorbell rings.
- b. The couple's last name is Patel.
- c. Adam's father says, "They're here."
- d. Adam's parents answer the door.

List B

- a. People are coming to the house.
- b. Adam's dad says he'll explain later.
- c. Adam wonders what is going on.
- d. Adam's parents meet people at the door.

Tell why you chose the list you did. Why is the other list not the best choice?
(Write-On)



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

- Does Adam's dad know all the people at the door? Explain how you know. |DC|
100 points = No. Adam's dad does not know all the people at the door. He only seems to know one person. He says, "Hi," to someone named Marty. He introduces himself to the other people at the door. If he knew them, he would not need to introduce himself. The people at the door also would not need to introduce themselves. **90 points** = No. Adam's dad does not know all the people at the door. He only seems to know one person. He says, "Hi," to someone named Marty. He introduces himself to the other people at the door. **80 points** = He doesn't know everyone. He says, "Hi," to one person and introduces himself to the others.

Team Talk *continued*

2. How does Adam try to ignore the people at the door? Does this work? |CE|

100 points = Adam tries to ignore the people at the door by focusing on the football game on television. This doesn't work. He keeps wondering why the strange people are looking at his house. **90 points** = Adam tries to ignore the people by focusing on the football game. It doesn't work. He keeps wondering about them. **80 points** = Adam tries to ignore them by focusing on the game. It doesn't work.

3. Do you think Adam will learn what's going on? Give evidence that supports your prediction. |PR|

100 points = Yes. I think Adam will learn what's going on. His father tells him that he will explain everything later. Adam always pays attention whenever his dad says he will explain things later. **90 points** = Yes. I think Adam will learn what's going on. His father tells him that he will explain everything later. **80 points** = Yes. His father says he'll explain everything.

4. Choose the best list of important events for page 24 of the story. |SU|

List A

- a. The doorbell rings.
- b. The couple's last name is Patel.
- c. Adam's father says, "They're here."
- d. Adam's parents answer the door.

List B

- a. People are coming to the house.
- b. Adam's dad says he'll explain later.
- c. Adam wonders what is going on.
- d. Adam's parents meet people at the door.

Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)

100 points = I chose List B because it includes only important events from this page in the story. List A includes some less-important events such as the doorbell ringing. List B also leaves out some important events such as people coming to look at Adam's house. **90 points** = I chose List B because it includes only important events from this page in the story. List A includes some less-important events such as the doorbell ringing. **80 points** = List B includes only important events. List A includes some less-important events.

- 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

Why do you think people have come to look at Adam’s house? What evidence do you have?

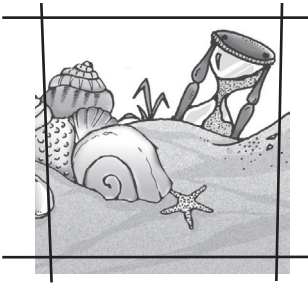
Who do you think Marty is? What do you think he has to do with the Patels?

Adam has trouble focusing on the game he’s watching. What do you do when you have trouble focusing on something?

- 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**

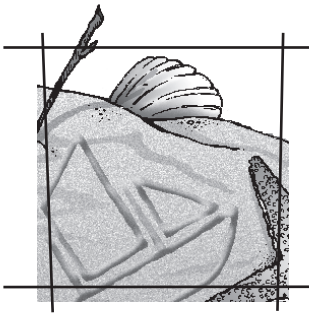
Timing Goal: 5 minutes

- 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 or display these on the board.

Student Edition, page S-5

Page 24 (paragraphs 1–5)

- 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.

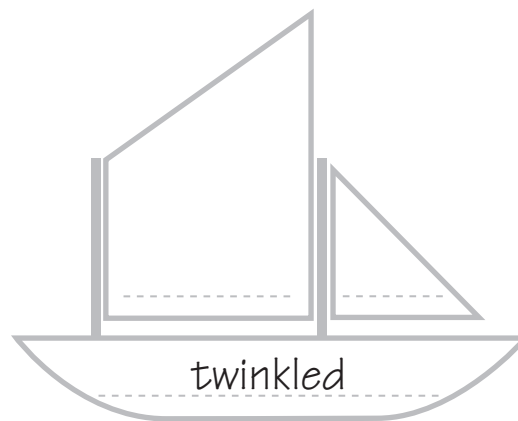


WORD POWER **TP**

Timing Goal: 10 minutes

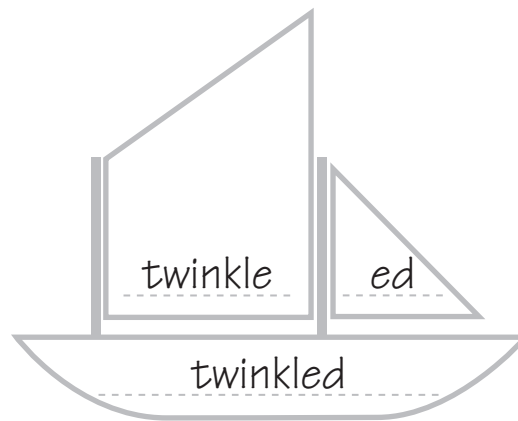
- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill—reading base words and endings. Link the skill to Captain Read More’s Word Treasure clue for reading base words and endings.
- Display a sailboat with one big sail and one small sail. Write “twinkled” on the bottom of the boat.

Blackline master provided.

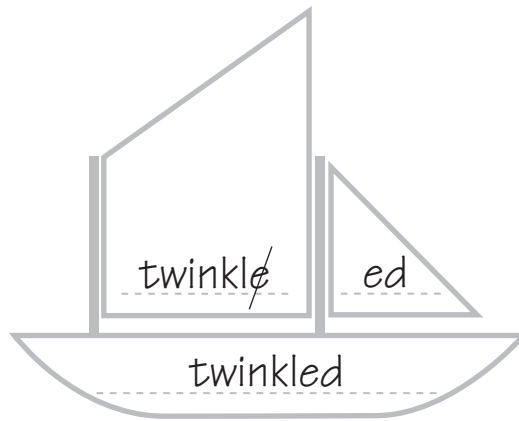


tps

- Point out that there is one main sail and one small sail. Use **Think-Pair-Share** to have students discuss what they think the clues mean—how the sails can help them read the word—and which word parts should go on each of the sails.
- Randomly select a few students to share. Write the word parts on the sails.



- Use **Think-Pair-Share** to have students identify the definition of the word. Randomly select a few students to share. *Sparkled, shone.*
- Confirm, or explain, that the base word *twinkle* means to sparkle or shine. Explain that the *-ed* on the end of *twinkle* tells us this action occurred in the past. Tell students that when *-ed* appears on the end of a word, usually it means that the action described by the word occurred in the past.
- Point out that there is an extra *e* on the sails. Explain that when Captain Read More has extra letters at the ends of base words, he uses the scrubber to remove them. Model scrubbing the extra *e* on the word *twinkle* by crossing it off on the sail.



- Repeat the activity with the word *severely*.
- Confirm, or explain, that the base word *severe* means harsh or serious. Explain that the *-ly* on the end of *severely* tells us the action is happening in a particular way. Tell students that when *-ly* appears on the end of a descriptive word, or adjective, it usually makes a word that describes an action happening in a particular way.
- 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 *-ed* or *-ly* 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-7

Skill Practice

Write each word in your journal. Then write the base word and ending of each word. Cross out any extra letters at the ends of the base words. Give a definition for each word. Draw a sailboat if you need help.

1. collected *collect + ed; gathered in the past*
2. normally *normal + ly; in an average or normal manner*

Building Meaning

routine	snicker	focus	eventually
continued	stunned	attend	gigantic

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.*

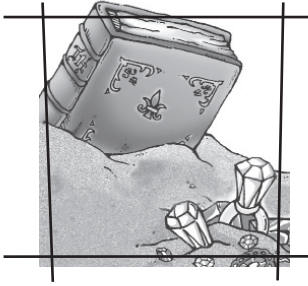
4. Draw a picture to show your understanding of the word *gigantic*.
(Answers may vary.) *The picture and explanation of the picture should support a clear understanding of the word.*



- 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?
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DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

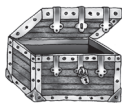
Team Cooperation Goal

- 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.

How do the people affect Adam while he's watching the game?

Listening Comprehension



- Read page 25 aloud. When you finish, use a **Think Aloud** to model identifying the most-important events that happen in this part of the story. Aim for three to four events. Display these ideas on a new piece of chart paper.

A Collection of Readings,
page 25

A few minutes later, they all walked into the room. Adam's father said, "Adam, I'd like you to meet Samir and Vindra Patel." He pointed to a young couple and then continued. "And this is my friend Marty Johnson. Everyone, this is our son Adam."

Adam politely stood up and shook everyone's hand, as he had been taught to do. Mr. Patel saw the game on television. He said, "I think the Bobcats are going to win. Don't you?"

Adam grinned, feeling a bit more at ease. "Yes sir, I do." Mr. Patel smiled back at him.

When Adam's mother said, "Let me show you the kitchen," everyone moved toward the door. Adam sat back down, but he couldn't concentrate on the game. Who were these people, and why were they looking at the house?

Adam heard the adults walking through the whole house—even the attic. He heard Mr. Johnson and his father talking about each room as they went. What was going on?

What are the most-important events on this page? I'm going to think about the story elements to help me think about the most important events that happen in this section. I think it's important that Adam politely meets the Patels. He discusses the ball game with Mr. Patel. He listens as they walk through the entire house together. He still wonders what is going on. These all seem pretty important, so I'm going to add these events to our list. Write and display these events on chart paper.

Teacher's Note: Keep this list for use later in this lesson and at the start of cycle 2.

- Point out that you used the story elements on the Summarizing Strategy Card to help you identify the most-important events. Remind students to continue using these elements 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-7

Team Talk

1. Adam most likely sits up straight when his parents talk to him because— |DC|
 - a. he knows sitting up straight is good for his posture.
 - b. he is uncomfortable slouching on the couch.
 - c. he wants to show that he is listening to them.
 - d. he is really just stretching his back from sitting.

2. Explain why the Patels visit Adam's house. |CE|

3. How does Adam react to the news his parents give him? |CH|

4. Choose the best list of important events for page 26 of the story. |SU|

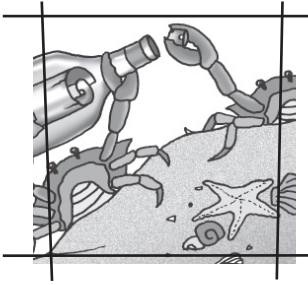
List A

- a. Adam's dad says it's time to talk.
- b. Adam learns he is going to move.
- c. Adam learns his parents are going to adopt a baby.
- d. Adam is stunned by the changes.

List B

- a. Adam's father turns off the television.
- b. Adam sits up straight.
- c. Adam's dad laughs at Adam's question.
- d. Adam learns about the new baby.

Tell why you chose the list you did. Why is the other list not the best choice?
(Write-On)



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 1–5) aloud with partners.
page 26 (paragraphs 6–10) 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. Adam most likely sits up straight when his parents talk to him because— |DC|
 - a. he knows sitting up straight is good for his posture.
 - b. he is uncomfortable slouching on the couch.
 - c. *he wants to show that he is listening to them.*
 - d. he is really just stretching his back from sitting.

2. Explain why the Patels visit Adam's house. |CE|

100 points = *The Patels visit Adam's house because Adam's parents are selling it. They want to move to another house that is bigger. The Patels are interested in buying Adam's house.* **90 points** = *The Patels visit Adam's house because Adam's parents are selling it. They want to move.* **80 points** = *They are interested in buying it. His parents are selling it.*

Team Talk *continued*

3. How does Adam react to the news his parents give him? |CH|

100 points = Adam reacts to the news his parents give him by being stunned. He does not know what to say about all the changes that will be happening. **90 points** = Adam reacts to the news by being stunned. He does not know what to say. **80 points** = He is stunned and doesn't know what to say.

4. Choose the best list of important events for page 26 of the story. |SU|

List A

- a. Adam's dad says it's time to talk.
- b. Adam learns he is going to move.
- c. Adam learns his parents are going to adopt a baby.
- d. Adam is stunned by the changes.

List B

- a. Adam's father turns off the television.
- b. Adam sits up straight.
- c. Adam's dad laughs at Adam's question.
- d. Adam learns about the new baby.

Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)

100 points = I chose List A because it includes only important events from this page in the story. List B includes some less-important events such as Adam sitting up straight. List B also leaves out some important events such as Adam learning that he is going to move. **90 points** = I chose List A because it includes only important events from this page in the story. List B includes some less-important events such as Adam sitting up straight. List B also leaves out some important events. **80 points** = List A includes only important events. List B includes some less-important events.

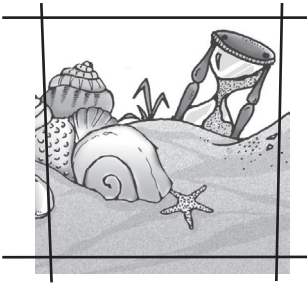
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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 data-bbox="808 447 943 930">Team Talk Extenders</td> <td data-bbox="951 447 1463 930"> <p>How would you feel if your parents or guardians told you about so many changes all at once? Would you be excited or frightened? Why?</p> <p>Have you ever moved somewhere new and different? How did you feel about moving? Did you get used to living in a new place?</p> <p>Do you have brothers or sisters? Are they older or younger than you? If you are older, tell how you felt when you learned you would have a new brother or sister. If you are younger, how do you think your older brother or sister felt when he or she learned about you?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>How would you feel if your parents or guardians told you about so many changes all at once? Would you be excited or frightened? Why?</p> <p>Have you ever moved somewhere new and different? How did you feel about moving? Did you get used to living in a new place?</p> <p>Do you have brothers or sisters? Are they older or younger than you? If you are older, tell how you felt when you learned you would have a new brother or sister. If you are younger, how do you think your older brother or sister felt when he or she learned about you?</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. – 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**

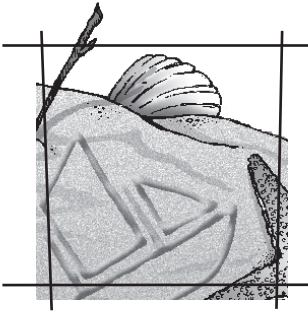
Timing Goal: 5 minutes

- 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 1–5) or 26 (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.

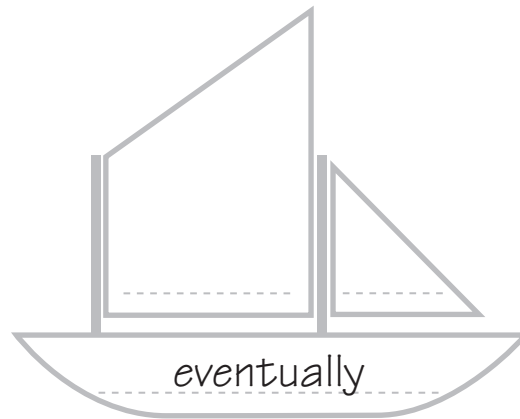


WORD POWER **TP**

Timing Goal: 10 minutes

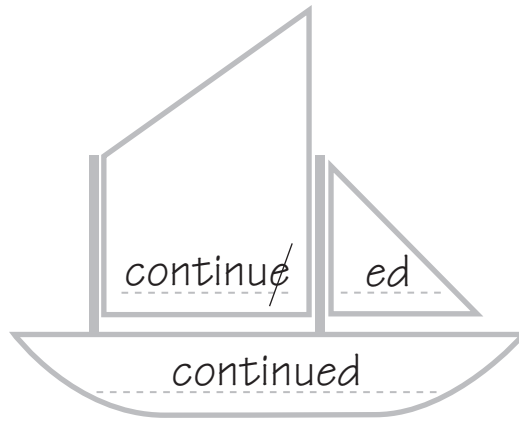
tps

- 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 discuss what *-ed* and *-ly* at the end of a word tells them about the word's meaning. Randomly select a few students to share. *The -ed means the action described by the word happened in the past. The -ly means the action is happening in a particular way.*
- Point out that there are words from this cycle's vocabulary list that contain base words and endings. Use **Think-Pair-Share** to have students identify the words from their vocabulary list that have base words and endings. Randomly select a few students to share [eventually, continued, and stunned].
- Draw, or display, another blank sailboat. Write "eventually" on the bottom of the boat.

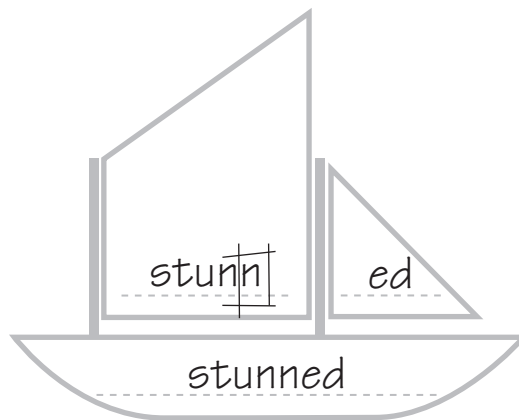


- Use **Think-Pair-Share** to have students identify which word part should go on the big sail and which word part should be written on the smaller sail. Randomly select a few students to share. *The word eventual should go on the big sail. The ending -ly should go on the little sail.*
- Repeat the activity, as needed, with the words *continued* and *stunned*.
- Use **Think-Pair-Share** to have students discuss what should happen to the extra *e* at the end of *continue* on the big sail and which tool should be used. Randomly select a few students to share. *It should be scrubbed using the scrubber.*

- Confirm, or model, by striking out the *e* at the end of *continue* on the big sail.



- Point out that the word *stun* has had a letter added to it to make it *stunned*. Explain that Captain Read More uses a patch to add letters to some base words when they get endings.
- Confirm, or model, by patching in the *n* at the end of *stun* on the big sail.



- 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-8

Skill Practice

Write each word in your journal. Then write the base word and ending of each word. Cross out, or patch in, any extra letters at the ends of the base words. Give a definition for each word. Draw a sailboat if you need help.

- stripped *strip* + p + *ed*; *removed or taken away from in the past*
- flatly *flat* + *ly*; *in a flat or dull manner*

Building Meaning			
routine	snicker	focus	eventually
continued	stunned	attend	gigantic

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. The state was stunned when the governor unexpectedly quit her job.

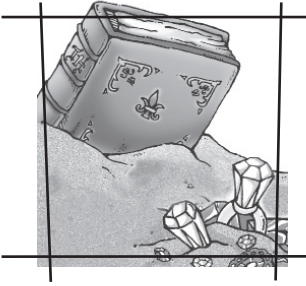
Stunned means—

- a. pleased.
- b. unaffected.
- c. interested.
- d. shocked.



- 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 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

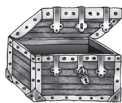
Team Cooperation Goal

- 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.

Why are Adam's parents selling their house?

Listening Comprehension



- Read page 27 aloud. Use a **Think Aloud** to model identifying the most-important events from the page. Aim for three or four important events. Display these ideas on a new piece of chart paper.

A Collection of Readings,
page 27

His mother tried to help. She said, "As you grow up, you'll have a brother to play with. Won't that be fun?"

But Adam still had questions. He asked, "Who are you adopting?"

His father walked across the room. He picked up the globe and brought it over. "This country," he said, pointing, "is called Thailand. Your brother was born there just a few weeks ago. His name is Ling. He will be moving in with us very soon."

Adam had heard of Thailand in school. He began to grow interested in what his parents were saying. "So a baby from Thailand is moving in with us?"

"That's right," his mother said. "Ling. And we need a bigger house. We need room for all of us."

"Will I still have my own room?" Adam asked.

"Yes," his father said, "that's one of the reasons we're moving. You should see the new house. It's neat. Your new room is the best."

Adam still wasn't sure how he felt about all these changes in his routine, but he wanted to learn more.

What are the most-important events from this page? I'll use the story elements listed on the Summarizing Strategy Card as a guide to help me think about the most-important ideas. I think it's important that Adam asks whom his parents are adopting. He learns that the baby is from Thailand. He learns that he'll still have his own room in the new house. These are all important events from the story, so I'll add them to our list. Write and display these events on chart paper.

Teacher's Note: Keep this list for use later in this lesson and at the start of cycle 2.

- Point out that you used the story elements on the Summarizing Strategy Card to decide on the most-important events. Remind students to continue using these elements 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-8

Team Talk

1. What is one thing that will still be the same in Adam's life? |CCI|
2. Do you think Adam's parents kept his needs in mind when they bought the new house? Support your answer. |DC|
3. Do you think Adam has a good attitude about change? Support your answer. |DC • CH|
4. Choose the best list of important events for page 28 of the story. |SU|

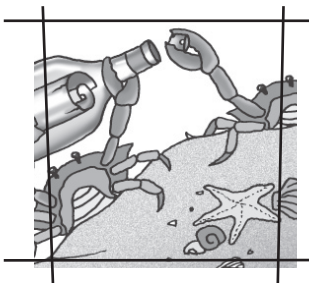
List A

- a. Adam learns he won't change schools.
- b. Adam's dad tells him more.
- c. Adam's dad says they'll see the house later.
- d. Adam won't have to share a bedroom.

List B

- a. Adam learns he won't change schools.
- b. Adam learns about his gigantic new bedroom.
- c. Adam will get his own bathroom.
- d. Adam begins to change his mind about the new changes.

Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)



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 1–4) aloud with partners.
page 28 (paragraphs 5–7) 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. What is one thing that will still be the same in Adam's life? |CCI|

100 points = *One thing that will still be the same in Adam's life is that he will still go to the same school. He will still live close enough to his school to walk there.* **90 points** = *One thing that will still be the same in Adam's life is that he will still go to the same school.* **80 points** = *He will still go to the same school.*

2. Do you think Adam's parents kept his needs in mind when they bought the new house? Support your answer. |DC|

100 points = *Yes. I think Adam's parents kept his needs in mind when they bought the new house. They bought a house in the same school zone so he will still go to the same school as his friends. They also made sure that he would have a bedroom and bathroom to himself. They also bought a house with a large yard for playing football.* **90 points** = *Yes. I think Adam's parents kept his needs in mind when they bought the new house. They bought a house in the same school zone so he will still go to the same school as his friends.* **80 points** = *Yes. They made sure that he could still go to the same school.*

3. Do you think Adam has a good attitude about change? Support your answer. |DC • CH|

100 points = *Yes. I think Adam has a good attitude about change. He is looking forward to the changes and decides to keep an open mind about them. If he had a bad attitude, I think he would argue with his parents about the changes. He wouldn't want to keep an open mind about them.* **90 points** = *Yes. I think Adam has a good attitude about change. He is looking forward to the changes and decides to keep an open mind about them.* **80 points** = *Yes. He decides to keep an open mind about them.*

Team Talk *continued*

4. Choose the best list of important events for page 28 of the story. [SU]

List A

- a. Adam learns he won't change schools.
- b. Adam's dad tells him more.
- c. Adam's dad says they'll see the house later.
- d. Adam won't have to share a bedroom.

List B

- a. Adam learns he won't change schools.
- b. Adam learns about his gigantic new bedroom.
- c. Adam will get his own bathroom.
- d. Adam begins to change his mind about the new changes.

Tell why you chose the list you did. Why is the other list not the best choice?
(Write-On)

100 points = I chose List B because it includes only important events from this page in the story. List A includes some less-important events such as Adam's dad telling Adam more information. List A also leaves out some important events such as Adam learning that he can still go to the same school. **90 points** = I chose List B because it includes only important events from this page in the story. List A includes some less-important events such as Adam's dad telling Adam more information. **80 points** = List B includes only important events. List A includes some less-important events.

- 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.

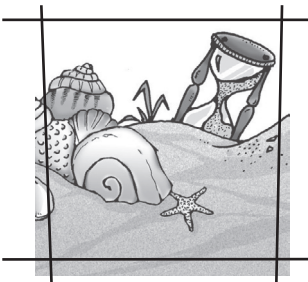
Team Talk Extenders

What are some reasons Adam should look forward to moving?
 Do you have your own bedroom, or do you share it with someone? Why do you think it might be important to Adam to have his own bedroom?

- 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

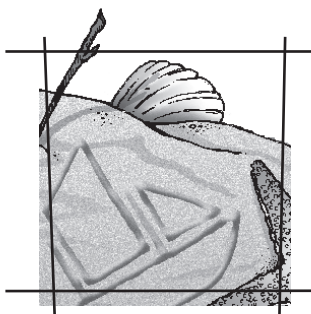
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

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Page 24 (paragraphs 1–5), 26 (paragraphs 1–4), 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



Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (base words and endings) and the Word Treasure clue that Captain Read More uses for this skill (a sailboat with one big sail and one small sail).
- Use **Think-Pair-Share** to have students discuss what the endings *-ed* and *-ly* at the end of a word tells them about the word's meaning. Randomly select a few students to share. *The -ed means the action described by the word happened in the past. The -ly means the action is happening in a particular way.*
- 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 old man skillfully carved the block of wood into a beautiful horse.

The cat puffed up her tail when she was frightened by the dog.



- Use **Random Reporter** to select students to read each sentence aloud and to identify the base word, ending, and meaning of each underlined word. *Skillfully = skillful + ly, in a skillful manner; puffed = puff + ed, made fluffy or bigger in the past.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

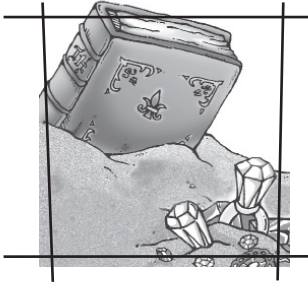
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice			
<p>Write each word in your journal. Then write the base word and ending of each word. Cross out, or patch in, any extra letters at the ends of the base words. Give a definition for each word. Draw a sailboat if you need help.</p> <p>1. nailed <i>nail + ed; hit with a hammer in the past</i></p> <p>2. hated <i>hate + ed; disliked in the past</i></p>			
Building Meaning			
routine	snicker	focus	eventually
continued	stunned	attend	gigantic
<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 style="padding-left: 20px;">100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i></p> <p>4. Choose the word that best fits in the blank.</p> <p style="padding-left: 20px;">Gina ignored her brother so she could <u>focus</u> on the show she was watching.</p>			

- 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	
<p>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.</p>	<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.



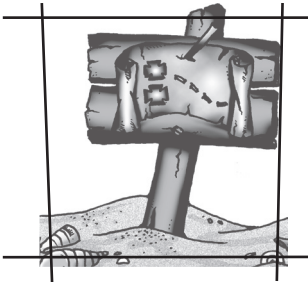
In yesterday’s reading, Adam decided he might not mind all the changes that will be happening to him. Today we will find out what Adam thinks of his new home.

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

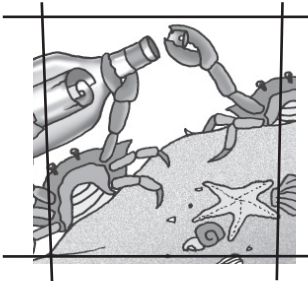
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #2 and #5 ask about summarizing.
- Ask students to underline key words or phrases in question #5.
- Make sure that students understand that the test is independent work and that 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.

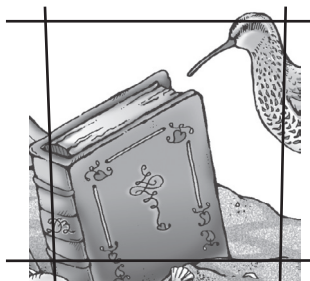
Team Discussion **TP**

- 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.

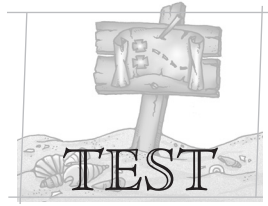


BOOK CLUB

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

10 points

1. Why does Adam's watch show a different time than the wall clock? |CE|
 - a. *He didn't know to turn it back for the end of Daylight Saving Time.*
 - b. His watch battery went dead an hour ago and needs to be replaced.
 - c. His dad is playing a trick on him to make him embarrassed.
 - d. He didn't wind his watch up before going to bed, so it slowed down.

30 points

2. Choose the best list of main ideas from your earlier reading. |SU|

List A

- a. Adam learns the new house has a big yard.
- b. Adam watches the football game on television.
- c. Adam listens to his parents.
- d. Adam greets the Patels when they come to see the house.

List B

- a. *Adam learns his parents bought a new house.*
- b. *Adam wakes up early because Daylight Saving Time ends.*
- c. *Adam learns he will still go to the same school.*
- d. *Adam learns he will be getting a baby brother.*

Tell why you chose the list you did. Why is the other list not the best one?

20 points = *I chose List B because it has important events from the story. List A has less-important events such as Adam watching the game. List A also does not have some important events, such as Adam learning he will have a new baby brother.* **15 points** = *I chose List B because it has important events from the story. List A has less-important events such as Adam watching the game. List A also some important events.* **10 points** = *List B has important events from the story. List A has less-important events.*

10 points

3. Why do you think Adam's dad tells the lunchbox story? |DC|
 - a. to show that he remembers important details about Adam's choices
 - b. to show that he doesn't care about what Adam has for lunch
 - c. *to show that he knows how poorly Adam deals with change sometimes*
 - d. to show that he thinks Adam should move on to using the blue lunchbox

20 points

4. Do you think Adam will come to like the new house? Give evidence that supports your prediction. |PR|

20 points = Yes. I think Adam will come to like the new house. When he looks at it, he admits that it is pretty neat. Also, he's trying to have a good attitude and to look forward to the many changes. **15 points** = Yes. I think Adam will come to like it. When he looks at it, he admits that it is pretty neat. He's also trying to have a good attitude. **10 points** = Yes. He admits it looks pretty neat.

30 points

5. Choose the best list of main ideas from page 29 in the story. |SU|

List A

- a. Adam and his dad go to the new house.
- b. Adam admits that the house is pretty neat.
- c. Adam tells his dad he'll try to be happy.
- d. Adam's dad reminds Adam that change can be good.

List B

- a. Adam and his dad go to the new house.
- b. There is a football game on the radio.
- c. The car windows are foggy.
- d. Adam's dad reminds Adam that change can be good.

Tell why you chose the list you did. Why is the other list not the best one?

20 points = I chose List A because it has important events from the story. List B has less-important events such as the car windows getting foggy. List B also does not have some important events such as Adam admitting that the new house is pretty neat. **15 points** = I chose List A because it has important events from the story. List B has less-important events such as the car windows getting foggy. List B also does not have some important events. **10 points** = List A has important events from the story. List B has less-important events.

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. Cross out, or patch in, any extra letters at the ends of the base words. Give a definition for each word. Draw a sailboat if you need help.

5 points

1. teased *teas* + ed; made fun of in the past

5 points

2. grossly *gross* + ly; in a disgusting manner

5 points

3. strummed *strum* + m + ed; ran one's fingers over strings in the past

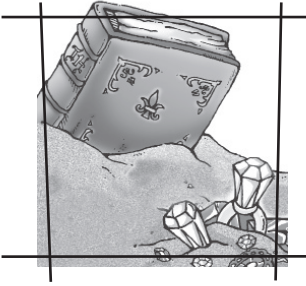
5 points

4. frightened *frighten* + ed; scared in the past

Building Meaning

routine	snicker	focus	eventually
continued	stunned	attend	gigantic

- 10 points** 5. Write a meaningful sentence for the word *attend*.
10 points = I attend swim classes at the pool every week because I want to learn how to swim and join the swim team. **5 points** = I attend swim classes at the pool every week because I want to learn how to swim. **1 point** = I attend swim classes at the pool every week.
- 10 points** 6. When the hero lost the battle at the end of the movie, we were all *stunned* because we expected him to win.
- 10 points** 7. “Listen closely, and *focus* on what I’m saying,” Mrs. Frazer said. *Focus* means—
 a. ignore.
 b. don’t allow.
 c. *pay attention*.
 d. forget.
- 10 points** 8. My after-school *routine* involves eating a healthy snack and then working on my homework.
- 10 points** 9. The *gigantic* airplane was towed slowly into the hangar for repairs. *Gigantic* means—
 a. *huge*.
 b. tiny.
 c. flimsy.
 d. average.
- 10 points** 10. “Also,” my mother *continued*, “you did a great job cleaning the house before the party.”
- 10 points** 11. The student knew that if he worked hard enough, he would *eventually* get good grades. *Eventually* means—
 a. at most.
 b. not ever.
 c. not likely.
 d. *at last*.
- 10 points** 12. I heard a faint *snicker* when I tripped while walking to the front of the room, but I didn’t know who it was.

**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 *Changes*. 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 for 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 to 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.

The King of the Cats

Late one evening, a gravedigger came home from work in a terrible fright. He was shaking and asking, “Who’s Tom Tildrum?”

His wife, who was sitting quietly by the fire with their cat Old Tom, was startled by her husband’s actions. “Why, I don’t know! What is the matter?” she asked.

The gravedigger slumped down in his chair, trying to calm down as he explained what he had seen in the graveyard.

“I must have dozed off while digging because I suddenly sat up with a start to see eight black cats carrying a small coffin in their paws,” he said. “It sounds incredible, but it’s true! They all looked like our Old Tom.”

Old Tom meowed.

“Never mind Old Tom, just tell your story!” his wife said.

“Well, as I said, they were carrying a coffin and walking toward me. There was a ninth cat in front, carrying a lantern and a small crown. They stopped in front of me, and the ninth cat spoke!” the gravedigger exclaimed.

“Spoke?” his wife asked.

Old Tom meowed a high-pitched meow.

“Yes!” the gravedigger exclaimed. “He spoke in a high-pitched voice, just like Old Tom’s meow just now!”

“Never mind Old Tom, just tell your story!” his wife said.

The gravedigger continued, “The ninth cat said to me, ‘Tell Tom Tildrum that Tim Toldrum’s dead!’ Well, I was so frightened that I just ran for home, trying to think of who Tom Tildrum is! How can I tell him Tim Toldrum’s dead if I don’t know him?”

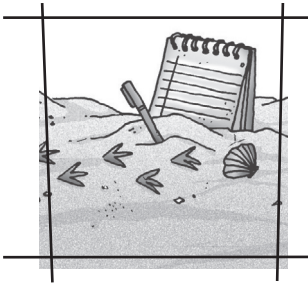
“Look at Old Tom!” his wife exclaimed.

Old Tom was staring, and his fur was sticking straight out. Suddenly, he shouted in a high-pitched voice, “Tim Toldrum’s dead? MEOW! Then I’m the king of the cats!”

Old Tom leapt toward the fireplace and ran up the chimney, never to be seen again.



- Tell students to work in their groups to tell the most-important events in this story. Use **Random Reporter** to share responses. *A gravedigger comes home late from work and is scared. He had fallen asleep and woke up to see nine black cats with a coffin. The ninth cat spoke to the gravedigger. He told the gravedigger to tell Tom Tildrum that Tim Toldrum was dead. The gravedigger’s cat, Old Tom, yells that he is the king of the cats. Old Tom disappears up the chimney.*
- Tell students that they will each choose a familiar story to summarize for children younger than them. Tell students they will have to think about how to keep the stories short and interesting and to use vocabulary appropriate for younger children.



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.



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- 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	
<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 story short.</p>	

Scoring Guide	
The story includes all the important elements, and it makes sense.	35 points
The story leaves out less-important events and details.	35 points
The story is short enough to tell to a young child.	20 points
The story 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: *The King of the Cats*

Characters:

the gravedigger
 the wife
 Old Tom/Tom Tildrum
 the nine black cats

Setting:

Where:

When:

Problem:

The gravedigger has to tell Tom Tildrum that Tim Toldrum is dead.

Event: *The gravedigger dozes off while digging.*

Event: *He wakes up to see eight cats carrying a coffin and a ninth cat carrying a lantern and a crown.*

Event: *The ninth cat gives him a message.*

Event: *The gravedigger runs home and tells his story.*

Event:

Solution:

Old Tom says he is the king of the cats and disappears up the chimney.

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 to think about how they can keep their summary stories short.

Remember that your summary story should be short. As you think about your story, you might think, “There is a lot of detail in my original story. My original story is really long. How can I shorten it?” You know you should look for the most-important events. You should also think about how to summarize the information in your story’s dialogue. Your summary should contain no dialogue.

- Display the following excerpt from “The King of the Cats.”

Blackline master provided.

The gravedigger slumped down in his chair, trying to calm down as he explained what he had seen in the graveyard.

“I must have dozed off while digging because I suddenly sat up with a start to see eight black cats carrying a small coffin in their paws,” he said. “It sounds incredible, but it’s true! They all looked like our Old Tom.”

Old Tom meowed.

“Never mind Old Tom, just tell your story!” his wife said.

“Well, as I said, they were carrying a coffin and walking toward me. There was a ninth cat in front, carrying a lantern and a small crown. They stopped in front of me, and the ninth cat spoke!” the gravedigger exclaimed.

“Spoke?” his wife asked.

Old Tom meowed a high-pitched meow.

- Use **Think-Pair-Share** to have students identify whether this would be good text to include in a summary and why or why not. Randomly select a few students to share. *No. It is too long. It has too many details. It does not tell the main event.*
- Use **Team Huddle** to have students discuss how they could summarize this part of the story in no more than two sentences. Use **Random Reporter** to select students to share. *(Answers may vary.) The gravedigger excitedly yammered about the nine cats he saw in the graveyard. He claimed that one of the cats spoke to him.*
- Remind students to keep their audience in mind as they summarize their stories. Use **Team Huddle** and **Random Reporter** to discuss using age-appropriate vocabulary.



Remember that your audience is children younger than you. You have learned a lot of words in school, but a child too young to go to school might not know the same words. If I have the sentences “The gravedigger excitedly yammered about the nine cats he saw in the graveyard. He claimed that one of the cats spoke to him,” I might have some tough words in there. What might be difficult for a younger child? *The words yammered and claimed might be tough.* Right. I might change it to say, “The gravedigger told about the nine cats he saw in the graveyard. He said that one of the cats spoke to him.” Do you think that might be easier for a young child? *Yes. Good.* Think about your word choices as you write your summaries.

- 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.

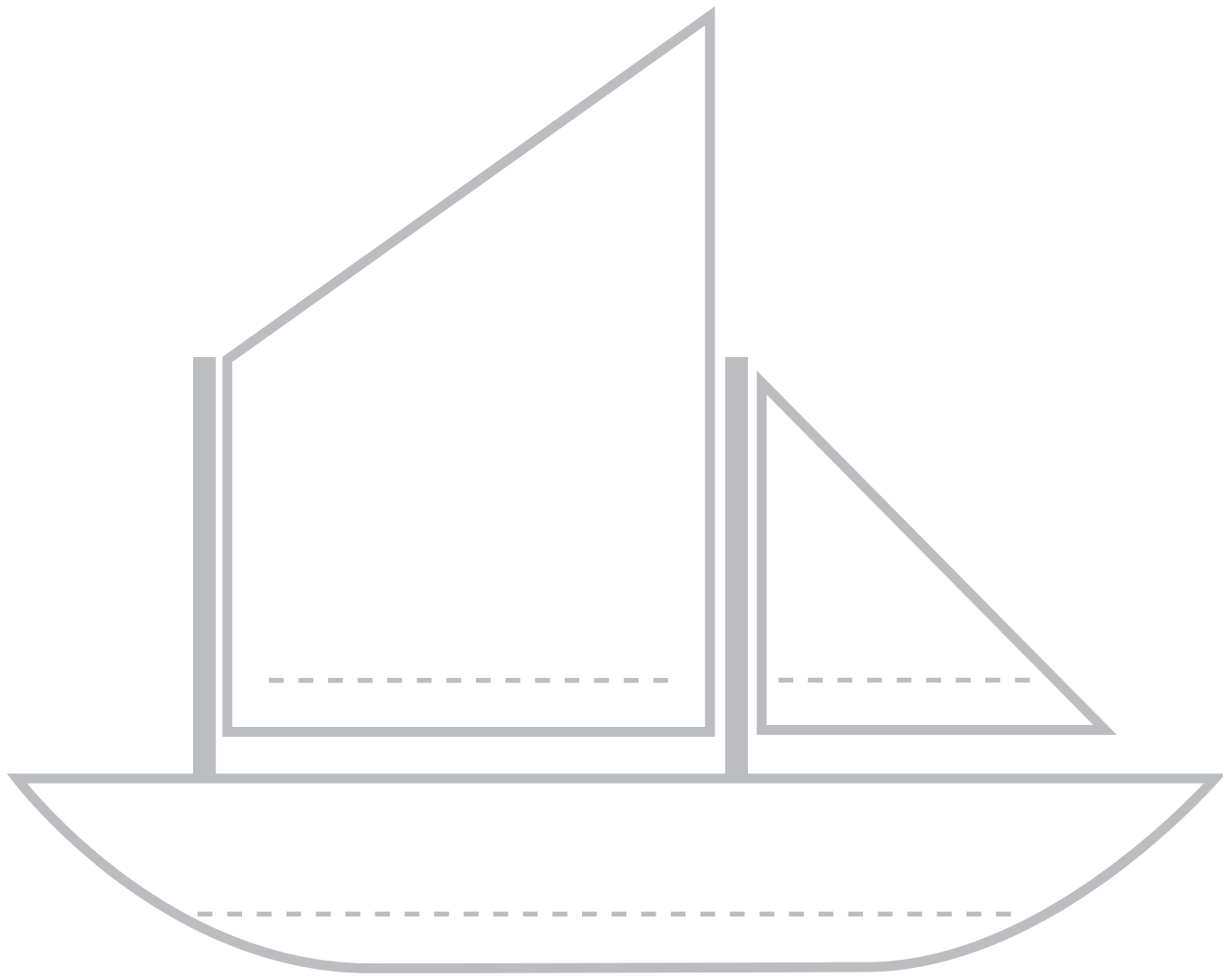
Editing

- 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?



The King of the Cats

Late one evening, a gravedigger came home from work in a terrible fright. He was shaking and asking, “Who’s Tom Tildrum?”

His wife, who was sitting quietly by the fire with their cat Old Tom, was startled by her husband’s actions. “Why, I don’t know! What is the matter?” she asked.

The gravedigger slumped down in his chair, trying to calm down as he explained what he had seen in the graveyard.

“I must have dozed off while digging because I suddenly sat up with a start to see eight black cats carrying a small coffin in their paws,” he said. “It sounds incredible, but it’s true! They all looked like our Old Tom.”

Old Tom meowed.

“Never mind Old Tom, just tell your story!” his wife said.

“Well, as I said, they were carrying a coffin and walking toward me. There was a ninth cat in front, carrying a lantern and a small crown. They stopped in front of me, and the ninth cat spoke!” the gravedigger exclaimed.

“Spoke?” his wife asked.

Old Tom meowed a high-pitched meow.

“Yes!” the gravedigger exclaimed. “He spoke in a high-pitched voice, just like Old Tom’s meow just now!”

“Never mind Old Tom, just tell your story!” his wife said.

The gravedigger continued, “The ninth cat said to me, ‘Tell Tom Tildrum that Tim Toldrum’s dead!’ Well, I was so frightened that I just ran for home, trying to think of who Tom Tildrum is! How can I tell him Tim Toldrum’s dead if I don’t know him?”

“Look at Old Tom!” his wife exclaimed.

Old Tom was staring, and his fur was sticking straight out. Suddenly, he shouted in a high-pitched voice, “Tim Toldrum’s dead? MEOW! Then I’m the king of the cats!”

Old Tom leapt toward the fireplace and ran up the chimney, never to be seen again.

The gravedigger slumped down in his chair, trying to calm down as he explained what he had seen in the graveyard.

“I must have dozed off while digging because I suddenly sat up with a start to see eight black cats carrying a small coffin in their paws,” he said. “It sounds incredible, but it’s true! They all looked like our Old Tom.”

Old Tom meowed.

“Never mind Old Tom, just tell your story!” his wife said.

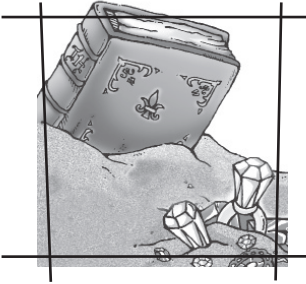
“Well, as I said, they were carrying a coffin and walking toward me. There was a ninth cat in front, carrying a lantern and a small crown. They stopped in front of me, and the ninth cat spoke!” the gravedigger exclaimed.

“Spoke?” his wife asked.

Old Tom meowed a high-pitched meow.

CYCLE 2**Instructional Objectives**

	Reading	Word Power	Writing
	Summarizing (SU)	Contractions	Write a summary journal entry.
CYCLE 2	Students will use story elements to help them identify the main events 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 events through discussion with their teammates.	Students will break contractions into their separate words to help them read words.	Students will pretend that they are Adam and will write journal entries that summarize the important events that happen to Adam in this cycle's reading.

**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 *Changes* by Andy Wolinsky. As we read, we'll continue to identify the important events in the story. Good readers identify important events to help them understand what happens in the story as they read.

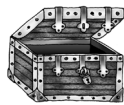
- Point out the strategy target on the team score sheet.

- 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
recently page 30	base word + ending: recent + ly	lately, not long ago	I've <i>recently</i> been doing well in school because I've been studying a lot.
responded page 31	base word + ending: respond + ed	answered	When the judge asked a question, the lawyer <i>responded</i> quickly.
cramped page 33	blend	tight, too small, not comfortable	Mikey had outgrown his shoes; they felt <i>cramped</i> and gave him blisters.
glanced page 33	base word + ending: glanc(e) + ed	looked quickly	Jacques <i>glanced</i> down at the cue card so he could remember his lines during play rehearsal.
ample page 33	chunk: am-ple	plenty, more than enough	You will have <i>ample</i> time to complete the test, so there's no need to hurry.
task page 35	blend	chore, something you've been assigned to do	Everyone has a <i>task</i> on Saturdays, and mine is mowing the lawn.

Word and Page Number	Identification Strategy	Definition	Sentence
locate page 37	chunk: lo-cate	find, discover after searching for	It didn't take long to <i>locate</i> the kitten hiding in the shoe box because we could all hear its meows.
anxious page 37	-xious = /shus/ chunk: an-xious	nervous, on edge, uneasy	Martina was <i>anxious</i> before the big exam.

Using the Targeted Skill (Introduction and Definition)



- Use **Think-Pair-Share** to have students summarize for their partners a favorite story or movie by telling the main ideas in about ten sentences.
- Randomly select a few students to share their summaries. Remind them, if necessary, that they must tell the main ideas in only ten sentences.
- Now use **Think-Pair-Share** to have students summarize the same movies or stories in only three or four sentences. Randomly select a few students to share. Point out that summaries can be different lengths. Explain that each time you summarize, you decide how to restate the ideas in your own words, including the most-important information and leaving out the less-important details. Point out that what seems important often depends on the length of the summary.
- Display one of the class charts of important events from last cycle's reading. The following example is taken from the Listening Comprehension and student reading passages from day 4 of cycle 1 (pages 27 and 28 of *Changes*).

Preparation: Locate and display the class charts of important events from last cycle's reading.

Adam asks whom his parents are adopting.
 Adam learns the baby will be from Thailand.
 Adam learns that he'll still have his own room.
 Adam learns he won't change schools.
 Adam learns about his gigantic new bedroom.
 Adam will get his own bathroom.
 Adam begins to change his mind about the upcoming changes.

- Explain that you want to shorten this list—you want to summarize it further by leaving out some of the ideas. Explain to students that you must decide the most-important ideas about what has happened in the story so far—Adam has learned about some upcoming changes in his life.
- Use a **Think Aloud** to model deciding which important ideas can be kept and which can be left out or crossed off the list.



How could I shorten these ideas but still write them so they make sense? If I want to make sense of the story so far, which ideas should I keep and which ideas could I cross off my list? By now, Adam has learned about some changes he is about to face. I don't think it's important that the baby happens to be coming from Thailand, so I'll cross off the second idea. I'll restate the first idea so it reads "Adam learns about the baby." The next idea, "Adam learns that he'll still have his own room," is important, but it's the same as the fifth idea, "Adam learns about his gigantic new bedroom." So I'll cross off the fifth idea as well. I think it's important that Adam won't have to change schools, so I'll leave that idea. I think it's important that Adam learns that he'll have his own bathroom, but I'll combine that with the idea before it, that he'll have his own bedroom. I'll combine it so it reads, "Adam learns he'll have his own bedroom and bathroom." The last idea is important, so I'll keep that idea.

- Now model writing a paragraph summary of the remaining ideas from the list and checking to see that it makes sense. Display your summary.

Now that I've shortened my list, I'm going to write these ideas in paragraph form. Write the following: "Adam learns about the baby. He learns that he'll have his own bedroom and bathroom. He learns that he won't have to change schools. Adam begins to change his mind about the upcoming changes." **This is my summary.**

Preparation: Display another list of important ideas from one day of last cycle's reading.

- Using another list of important ideas from last cycle's reading, ask students to work in teams to practice shortening the list. Remind students to think about and keep the most-important information in the story. Remind them that they should also decide which details are less important and can be left out. Point out that students' remaining ideas should make sense; they must not compress the information so much that the summary is hard to follow or leaves out important parts of the story. Use **Random Reporter** to review the teams' discussions and lists.

Listening Comprehension

- Recall what has happened in the story so far. Remind students that Adam has learned about some big changes to his life and is trying to cope with them. Ask students to predict, with evidence, what might happen next.
- Read page 30 of *Changes* to students. When finished, use a **Think Aloud** to model identifying and listing the most-important ideas and leaving out the less-important information. Aim for three or four important ideas. Display these ideas in a list on chart paper.

Chapter 4

At school the next day, Adam saw his friend Duke. Duke's family had recently had a new baby. Adam said, "Duke, I need to ask you something. You just got a new brother, right?"

"Yeah, I did. Two weeks ago. Why?"

"My parents are adopting a baby from Thailand. His name is Ling. So I guess I'm going to have a brother, too. What's it like?"

Duke said, "Well, it's different. Your parents will spend a lot of time with the new baby. That's what my parents do, at least. But they still tell me that I'm important, too. That helps. At first I was unsure about the whole thing. Now, I guess I don't feel so bad about it."

Adam said, "That makes me feel a bit better. I was really surprised when my parents told me. I only found out just yesterday. And that wasn't the only surprise!" Adam told Duke about the new house.

Duke raised his eyebrows. He was surprised. "Wow!" he said. "That's a lot of change all at once!"

"Don't I know it!" Adam said. Was he ready for it? He wasn't sure. But he knew he'd find out soon enough.

Now that I've finished, I'll think back about the most-important information and decide which important information I want to keep and which less-important information I should leave out. I'll use the story elements on my Summarizing Strategy Card as a guide. "Adam talks to Duke, who has a new brother." I think that's important, so I'll include it in my list. "Duke says he doesn't mind his new brother." I think that's important, too, because it probably makes Adam look forward to his brother. "Duke is surprised to hear that Adam is going to have a new house, too." I think I'll include that, because Duke's reaction might worry Adam. Write and display these ideas on chart paper.

- Point out that you followed the steps on your Summarizing Strategy Card. Discuss how you decided what pieces of information were more important and what was less important. Point out that you wrote these ideas briefly and in your own words.

I thought about the story elements on my Summarizing Strategy Card to decide what information from this page was the most important. I'm using the main characters and the main problem in the story to decide on important events, and I'm writing these down briefly in my own words. Since a summary is supposed to be short, I left out some information that, although interesting, wasn't absolutely necessary to include. For example, I left out the information about how Adam went to school. I don't think that tells me anything important. I'm trying to list only what I think the author would want me to remember the most about what happens in *Changes*.

Preview Team Talk

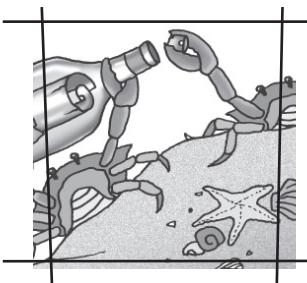
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Why is Maria happy about moving? |CE|
2. How is Adam's new home similar to Maria's? |CC|
3. At the end of page 31, you can tell that Adam is— |CH|
 - a. slightly worried.
 - b. very confident.
 - c. very concerned.
 - d. completely relaxed.
4. Write a summary of page 31 using at least three important events from the story. (Write-On) |SU|

- 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 and 2) aloud with partners.**
 - page 31 (paragraphs 3–7) 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. Why is Maria happy about moving? |CE|

100 points = *Maria is happy about moving because she has a great bedroom and a yard to play in. She can also catch the bus to go to the store with her mom very easily.* **90 points** = *Maria is happy about moving because she has a great bedroom and a yard to play in.* **80 points** = *She has a great bedroom and yard.*

2. How is Adam’s new home similar to Maria’s? |CC|

100 points = *Adam’s new home is similar to Maria’s because Adam’s new home also has a great yard to play in.* **90 points** = *Adam’s new home is similar because it also has a great yard.* **80 points** = *It also has a great yard.*

3. At the end of page 31, you can tell that Adam is— |CH|

- a. *slightly worried.*
- b. *very confident.*
- c. *very concerned.*
- d. *completely relaxed.*

4. Write a summary of page 31 using at least three important events from the story. (Write-On) |SU|

100 points = *Adam talks about moving with Maria because she just moved to a new house. Maria tells Adam she is happy she moved because of all the good things about her house. She agrees that a new house and a new baby are a lot of changes at once.* **90 points** = *Adam talks about moving with Maria because she just moved. Maria tells Adam she is happy she moved. She thinks Adam is having a lot of changes.* **80 points** = *Adam talks about moving with Maria. She tells Adam she is happy. She thinks that’s a lot of change.*

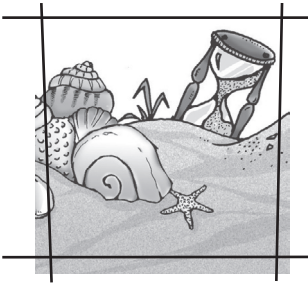
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

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%;"> <tr> <td style="background-color: #cccccc; vertical-align: top;">Team Talk Extenders</td> <td> <p>Do you think talking to Maria and Duke was a good idea? What do you think Adam wanted to hear from his friends?</p> <p>Do Adam’s friends seem to deal with change better than Adam does? How can you tell?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Do you think talking to Maria and Duke was a good idea? What do you think Adam wanted to hear from his friends?</p> <p>Do Adam’s friends seem to deal with change better than Adam does? How can you tell?</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 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.

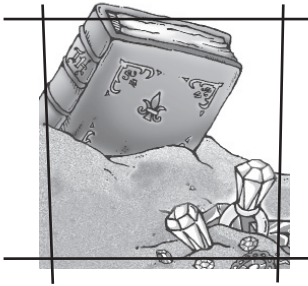
Page 31 (paragraphs 1 and 2)

- 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 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 was Maria's move to a new home good?

Listening Comprehension



- Read page 32 to students. When you have finished, use a **Think Aloud** to model identifying and listing the most-important ideas and leaving out the less-important information. Aim for three or four important ideas. Display these ideas in a list on chart paper.

A Collection of Readings,
page 32

When Adam arrived home from school that day, his dad was in his office working. Adam's father worked from home. Adam knocked on the office door.

"Come on in!" his dad called.

"Hey, Dad," he said.

"How was school today?"

Adam told his dad about the discussions he'd had with Duke and Maria. His dad listened closely. When Adam finished, his dad spoke.

"I know these upcoming weeks are going to be strange, and maybe difficult. You might feel left out of all these changes. But I want you to know that you can always come and talk to your mom or me about whatever you're thinking and feeling, okay? And remember that we're thinking about your best interests, too, in all this."

Adam said, "Thanks, Dad. I'm a little scared, but I'm trying to be positive. Like you said, change can be good. So I'll keep looking on the bright side of things. It's good to know I can come talk to you."

Some things have happened in this part of the story, but I'm going to try and think about just the important information, using the story elements on my Summarizing Strategy Card as a guide. I think it's important that Adam talks to his dad about his feelings. I also think it's important that Adam's dad tells Adam that he understands what Adam is feeling. It's also important that Adam learns he can come talk to his dad whenever he needs to. I'll write these three ideas down. Write and display these ideas on chart paper.

- Point out that you followed the steps on the Summarizing Strategy Card. Discuss how you decided on what information was most important and what could be left out because it was less important. Point out that you wrote these ideas briefly in your own words.

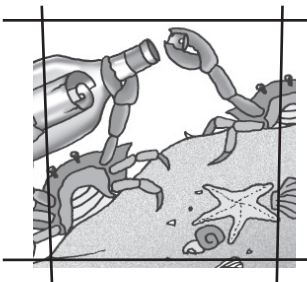
Preview Team Talk

- 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. Why does Adam have to spread his books out on his bed and sit on the floor to study? |CE|
2. What does Adam's mom think about how Adam is dealing with the upcoming changes? How can you tell? |DC|
3. Compared with yesterday's reading, how does Adam feel at the end of today's reading? |CC • CH|
 - a. more worried
 - b. less positive
 - c. more positive
 - d. less relaxed
4. Write a summary of page 33 using at least three important events from the story. (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 4–8) 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. Why does Adam have to spread his books out on his bed and sit on the floor to study? |CE|

100 points = *Adam has to spread his books out on his bed and sit on the floor to study because his room is too small for a desk. He doesn't have a good place to sit and study.* **90 points** = *Adam has to spread his books out on his bed and sit on the floor to study because his room is too small for a desk.* **80 points** = *The room is too small for a desk.*

2. What does Adam’s mom think about how Adam is dealing with the upcoming changes? How can you tell? |DC|

100 points = *Adam’s mom thinks Adam is dealing with the upcoming changes very well. I can tell because she says, “That’s what I like to hear!” and “Keep up the good attitude,” when Adam says he is looking forward to having more space. She tells Adam she appreciates that he is doing his best to be happy.* **90 points** = *Adam’s mom thinks Adam is dealing with the upcoming changes very well. I can tell because she says, “That’s what I like to hear!” and “Keep up the good attitude,” when Adam says he is looking forward to having more space.* **80 points** = *She thinks he’s doing well. She says, “That’s what I like to hear!” and “Keep up the good attitude.”*

3. Compared with yesterday’s reading, how does Adam feel at the end of today’s reading? |CC • CH|

- a. more worried
- b. less positive
- c. *more positive*
- d. less relaxed

Team Talk *continued*

4. Write a summary of page 33 using at least three important events from the story. (Write-On) |SU|

100 points = Adam’s mom sees that he is cramped when he studies. She tells him that he will have more space in his new room. Adam says he is looking forward to having more space in his room. He doesn’t think the move will be so bad. **90 points** = Adam’s mom sees that he is cramped. She tells him that he will have more space. Adam says he is looking forward to that. He doesn’t think the move will be bad. **80 points** = Adam’s mom tells him that he will have more space. Adam says that’s good.

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

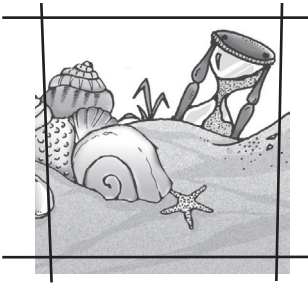
Class Discussion TP



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. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>Do you think things will be easier for Adam after the move, or do you think they will be harder? Why?</p> <p>An optimist is someone who looks on the bright side of things. Is Adam an optimist? Explain your answer.</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>Do you think things will be easier for Adam after the move, or do you think they will be harder? Why?</p> <p>An optimist is someone who looks on the bright side of things. Is Adam an optimist? 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.
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FLUENCY IN FIVE **TP**

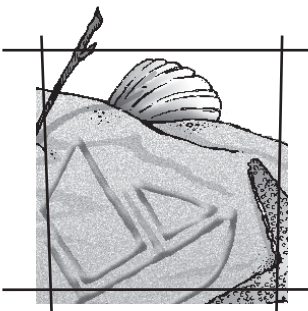
Timing Goal: 5 minutes

- 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.



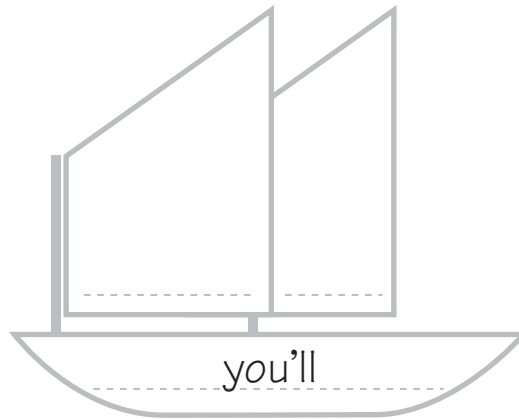
WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Power skill (contractions) and the Word Treasure clue for reading them.
- Explain that contractions are words made from two words—a base word and a second word. When the words are put together, the base word stays the same, and the second word is pushed onto it. When the words are pushed together, one or more letters get squeezed out of the second word and replaced with an apostrophe.

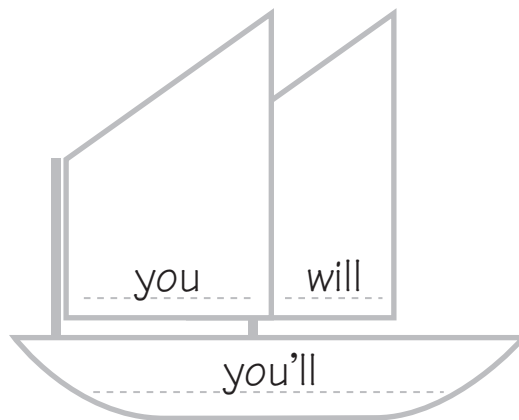
- Display a sailboat with two overlapping sails, and write “you’ll” on the boat.

Blackline master provided.

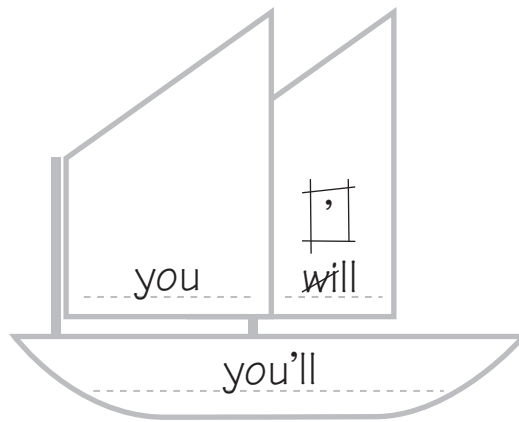


tps

- Use **Think-Pair-Share** to have students discuss what is different about the sails on this boat. Randomly select a few students to share. *They overlap.*
- Explain that the two main sails overlap because they have been pushed together just as a contraction is two words that have been pushed together.
- Point out the apostrophe, and explain that it stands for one or more missing letters from one of the words.
- Model and prompt students to figure out how the clues can help them read the word and what should go on the sails. Write the words on the sails.



- Ask students to read just the sail parts and to compare those to the word on the boat to see whether they are the same. Explain that because the *w* and *i* are missing when you put the parts together, the word on the boat sounds different than the two words on the sails. Ask students to blend the sounds on the boat, omitting the /w/ and /i/ sounds until they pronounce *you'll* correctly. Model if necessary.
- Explain to students that Captain Read More uses the scrubber to clean off the *w* and *i* and uses a patch to add the apostrophe.
- Model the changes on the sails.



- Repeat the activity with the words *how's* and *isn't*.
- 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.

<h2 style="margin: 0;">Word Treasure</h2>	<p>When a word is added to another word, at least one letter is dropped, and an apostrophe is put in its place.</p> <p>If you're having trouble reading these words, try to read the parts of the word first, and then read the whole word.</p>
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- Tell students to look out for contractions in the story.
- 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-12

Skill Practice
<p>Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help.</p> <p style="text-align: center;">□ ' □</p> <p>1. where's <i>where</i> + <i>s</i></p> <p style="text-align: center;">□ ' □</p> <p>2. can't <i>can</i> + <i>not</i></p> <p style="text-align: center;">□ ' □</p> <p>3. who's <i>who</i> + <i>s</i></p> <p style="text-align: center;">□ ' □</p> <p>4. we'll <i>we</i> + <i>will</i></p>

Building Meaning			
recently	responded	cramped	glanced
ample	task	locate	anxious

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.*

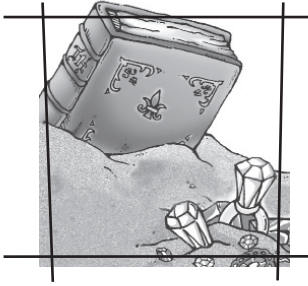
6. Which of the following is something that might make you anxious?

- reading a comic book
- a barking, growling dog
- making an after-school snack
- talking with your best friend



- 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

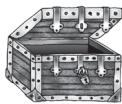
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 does Adam's mom tell him she appreciates what he's doing?

Listening Comprehension



- Read page 34 aloud. Use a **Think Aloud** to model identifying the most-important events from this section. Aim for three or four ideas. Display these ideas in a list on chart paper.

A Collection of Readings,
page 34

Later that same day, Adam went looking for his dad. He found him in his office. Adam wanted to play catch. He was tossing a football up and down, up and down in his hands.

“Hey, Dad,” he said. “Do you want to play catch?”

“Not right now, Sport. I have some paperwork to finish for the new house. Maybe later?”

Adam dropped the football. He had been hoping that playing catch would help take his mind off the upcoming changes. But he had nobody to play with.

“I wish I had someone to play with,” he said.

His dad said, “In just a few years, you’ll have a younger brother to play catch with, right?”

Adam thought about that for a moment. “That’s right!” he said, grinning. Adam thought about all the things he could do with a younger brother. He thought about playing football, baseball, and soccer. He thought about building a tree house. “Change can be good,” he kept telling himself.

What are the most important events from this section? I’ll use the story elements and my Summarizing Strategy Card as a guide to help me think about the most-important information. I think it’s important that Adam’s dad is too busy to play catch at the moment. Adam wishes he had someone to play with. His dad reminds him that his baby brother will be old enough to play in a few years. Thinking about playing with his brother makes Adam happy. These are all important events from this section, so I’ll add these ideas to our chart. Write and display these ideas on chart paper.

- Point out that you used the story elements listed on the Summarizing Strategy Card to decide what information was important. Remind students to continue to use these elements as they read the story.

Preview Team Talk

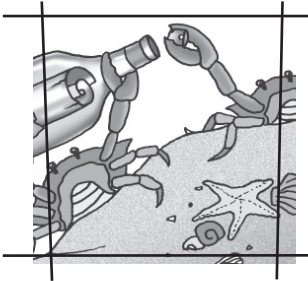
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.

- 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 Adam's parents give him boxes, tape, and a marker? Explain your answer. |DC|
2. From his memories about his toys, you can tell that Adam— |CH|
 - a. wants new toys for his new room.
 - b. would rather read books.
 - c. doesn't play with his toys very much.
 - d. has a good imagination.
3. Adam is sad as he packs, but he keeps packing anyway. What does this say about Adam? |CH|
4. Write a summary of page 35 using at least three important events from the story. (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 (paragraph 1) aloud with partners.
page 35 (paragraphs 2 and 3) 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 Adam’s parents give him boxes, tape, and a marker? Explain your answer. |DC|

100 points = *I think Adam’s parents give him boxes, tape, and a marker so he can keep his things together. He can put his things in the boxes. The tape will probably keep the boxes closed. He can use the marker to write his name on the boxes. There will probably be a lot of boxes for the move. He will know which boxes have his things in them.* **90 points** = *I think Adam’s parents give him boxes, tape, and a marker so he can keep his things together. There will probably be a lot of boxes for the move. He will know which boxes have his things in them.* **80 points** = *He can keep his things together and find them when the family moves.*

2. From his memories about his toys, you can tell that Adam— |CH|
 - a. wants new toys for his new room.
 - b. would rather read books.
 - c. doesn’t play with his toys very much.
 - d. has a good imagination.

3. Adam is sad as he packs, but he keeps packing anyway. What does this say about Adam? |CH|

100 points = *This says that Adam does what he knows he has to do. Even though packing makes him sad, he doesn’t stop. He knows that he has to pack and move to a new home.* **90 points** = *This says that Adam does what he knows he has to do. He doesn’t stop.* **80 points** = *He does what he knows he has to do.*

4. Write a summary of page 35 using at least three important events from the story. (Write-On) |SU|

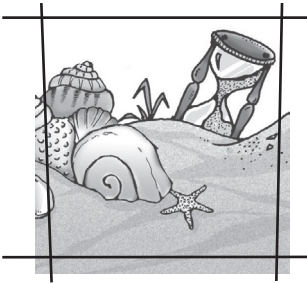
100 points = *Adam begins to pack up his bedroom. Packing his posters reminds him of good times and events. Packing his toys reminds him of playing in his room. He thinks about the things he will miss about his room.* **90 points** = *Adam packs up his bedroom. Packing his posters reminds him of football games. Packing his toys reminds him of playing. He thinks about the things he will miss.* **80 points** = *Adam packs up his posters and toys. He thinks about the things he will miss.*

- 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. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px; vertical-align: top;"> <p>Team Talk Extenders</p> </td> <td style="padding: 5px;"> <p>Packing reminds Adam of some of his favorite memories. In just a few sentences, tell about one of your own favorite memories.</p> <p>Do you think Adam should feel sad about packing his things? Why or why not?</p> </td> </tr> </table>	<p>Team Talk Extenders</p>	<p>Packing reminds Adam of some of his favorite memories. In just a few sentences, tell about one of your own favorite memories.</p> <p>Do you think Adam should feel sad about packing his things? Why or why not?</p>
<p>Team Talk Extenders</p>	<p>Packing reminds Adam of some of his favorite memories. In just a few sentences, tell about one of your own favorite memories.</p> <p>Do you think Adam should feel sad about packing his things? Why or why not?</p>		
<p>Write-On Discussion</p>	<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**

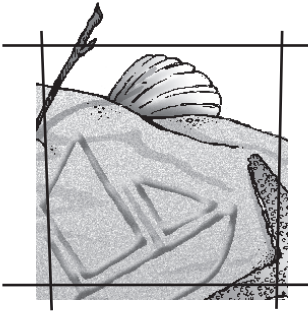
Timing Goal: 5 minutes

- 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 these on the board.

Student Edition, page S-11

Page 33 (paragraphs 1–3) or 35 (paragraphs 2 and 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.

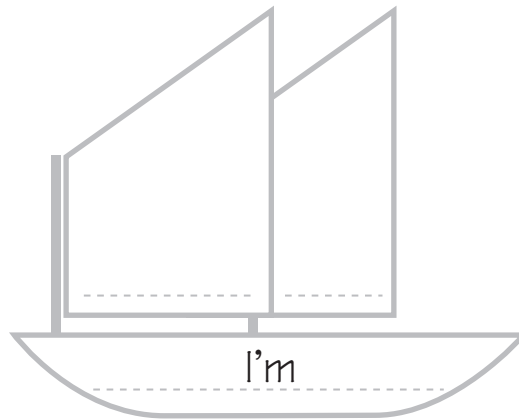


WORD POWER **TP**

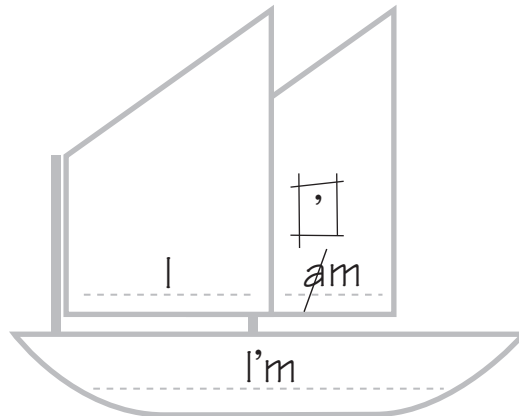
Timing Goal: 10 minutes

tps

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the skill they are working on (contractions).
- Use **Think-Pair-Share** to have students discuss whether they found any contractions in the text of the story. Randomly select a few students to share. (*Answers may vary.*) I'm, what's, that's, don't, wasn't, *etc.*
- Display a sailboat with two overlapping sails, and write "I'm" on the boat.



- Use **Think-Pair-Share** to have students identify which words should go on the sails and how to use the tools to change the words. Randomly select a few students to share. *The word I goes on the first sail. The word am goes on the second sail. Scrub out the a, and patch in an apostrophe.*
- Make the changes on the sails after students respond.



- Point out that students can find more contractions as they read the story. Introduce the contractions *he'd* (he + had) and *we're* (we + are) to students, modeling how the contractions are formed as needed.
- 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-13

Skill Practice

Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help.

- they'd they + ~~had~~ □ ' □
- haven't have + ~~not~~ □ ' □
- you're you + ~~are~~ □ ' □
- it'll it + ~~will~~ □ ' □

Building Meaning

recently	responded	cramped	glanced
ample	task	locate	anxious

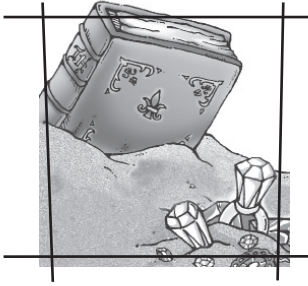
- Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.
- Which of the following is not something that might make you anxious?
 - diving off the high-dive board
 - flying for the first time
 - learning to ride a bicycle
 - eating an ice-cream cone



- 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 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.

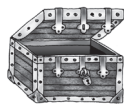
Set the Stage



- 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 packing make Adam feel?

Listening Comprehension



- Read page 36 aloud. Use a **Think Aloud** to model identifying the most-important events from this section. Aim for three or four ideas. Add these ideas to your list on chart paper.

A Collection of Readings,
page 36

The next day was moving day. It was very busy. Adam helped his parents as much as he could. He carried some of the lighter boxes out to the truck himself. He helped his dad carry some of the heavier boxes. The professional movers moved the big furniture.

“You’re a big help, Adam,” his dad said. Adam told him he was trying his best.

“Well, you’re doing a great job,” said his dad.

“Thanks,” Adam said.

Adam and his parents followed the moving truck to the new house, where Adam helped move things in. Once again, the movers carried the big furniture. Adam carried the boxes that had his toys, books, posters, and clothes into the basement, where his new room would be. When he was finished, he tried to stay out of the way of the movers. It was a long day. By the time it was over, Adam was too tired to unpack all of his things.

His dad said, “Are you excited to be in your new home, Adam?”

“I’m both sad and excited, Dad,” responded Adam.

“That’s good enough, Sport,” said his dad.

Let’s see if I can identify the most-important events from this page.

I’ll use the story elements listed on my Summarizing Strategy Card. It’s important that it’s moving day. Adam helps his parents move boxes to the truck. He also helps move things into the new house. He is both excited and sad to be in his new house. These are all pretty important events, so I’ll add them to the chart. Write and display these ideas on chart paper.

- Point out that you used the story elements on the Summarizing Strategy Card to decide what information was important. Remind students to continue using these elements as they read the story.

Preview Team Talk

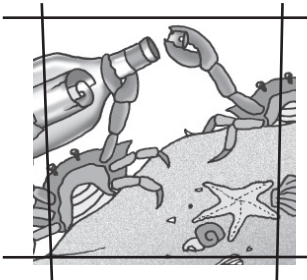
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.

- 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. The pancakes are just as good in the new house as they were in the old house. Do you think this is important to Adam? Why or why not? |DC|
2. Which of the following changes has Adam not experienced yet? |PS|
 - a. moving to a new house
 - b. living with a new baby brother
 - c. eating pancakes in a new house
 - d. getting a new bedroom
3. Why does Adam's dad have another surprise for Adam? |CE|
4. Write a summary of page 37 using at least three important events from the story. (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 1–3) aloud with partners.
page 37 (paragraphs 4–8) 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. The pancakes are just as good in the new house as they were in the old house. Do you think this is important to Adam? Why or why not? |DC|
100 points = *I think it is important to Adam that the pancakes are just as good in the new house as they were in the old house. Adam likes routine, and he doesn’t like change. If the pancakes taste just as good in the new house, then some things haven’t changed.* **90 points** = *I think it is important to Adam that the pancakes are just as good in the new house as they were in the old house. Adam likes routine, and he doesn’t like change.* **80 points** = *It is important. He doesn’t like change.*
2. Which of the following changes has Adam not experienced yet? |PS|
 - a. moving to a new house
 - b. living with a new baby brother
 - c. eating pancakes in a new house
 - d. getting a new bedroom
3. Why does Adam’s dad have another surprise for Adam? |CE|
100 points = *Adam’s dad has another surprise for Adam because he wants to reward Adam for being upbeat and positive about moving and getting a new brother. He knows change is hard for Adam.* **90 points** = *Adam’s dad has another surprise for Adam because he wants to reward Adam for being upbeat and positive.* **80 points** = *He wants to reward Adam for being positive.*
4. Write a summary of page 37 using at least three important events from the story. (Write-On) |SU|
100 points = *Adam and his dad have their first breakfast in the new house. Adam thinks that everything will be okay. Adam says he is looking forward to having a baby brother. Adam’s dad says he has a surprise for Adam.* **90 points** = *Adam and his dad have breakfast in the new house. Adam thinks that everything will be okay, and he is looking forward to having a brother. Adam’s dad has a surprise.* **80 points** = *They have breakfast. Adam is looking forward to having a brother. Adam’s dad has a surprise.*

- 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

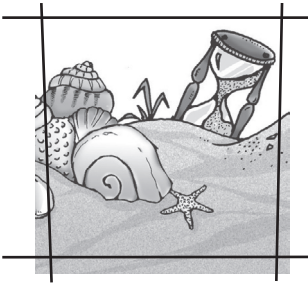
What do you think the newest surprise might be? Why?

Adam's dad wants to reward Adam for being a good sport about all the changes. Have you ever been rewarded for your behavior or attitude about something? What did you do, and what did you receive?

- 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**

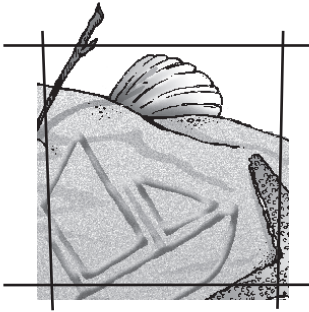
Timing Goal: 5 minutes

- 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-11

Page 33 (paragraphs 1–3), 35 (paragraphs 2 and 3), or 37 (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 Word Power Challenge.

- Remind students of the Word Power skill (contractions) and the Word Treasure clue and tools that Captain Read More uses for contractions (a sailboat with two overlapping sails, scrubber, and patch).
- 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

Jackson's dog won't come out from under the bed during a thunderstorm.

She'll receive her award during the assembly later in the day.



- Use **Random Reporter** to choose a student to read each sentence aloud and to break down the contractions. Won't = will + ~~not~~; she'll = she + ~~will~~.
- If necessary, explain that the contraction of the words *will* and *not* undergoes another change. Point out that the contraction is not *willn't*. Explain that *won't* is easier to say and understand than *willn't*.
- 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-14

Skill Practice

Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help.

'

1. why'd *why + ~~had~~*

'

2. he's *he + ~~s~~*

'

3. they'll *they + ~~will~~*

'

4. wasn't *was + ~~not~~*

Building Meaning			
recently	responded	cramped	glanced
ample	task	locate	anxious

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

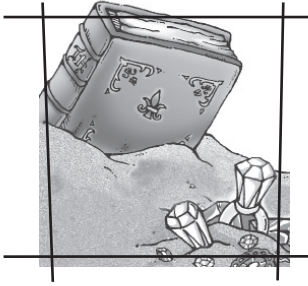
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

The cabin on the boat was cramped, so Joelle decided to spend a lot of time on deck.

- 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 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 and events and to put these into a story map. Remind students that they should select the most-important events and ideas. Model this if necessary.
- Use **Random Reporter** to review these ideas and 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, Adam learned that his dad wants to reward him for being so positive about all the changes in his life. Today we will find out what his reward is.

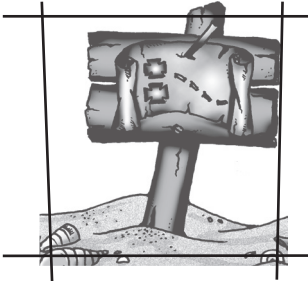
Vocabulary TP

- 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 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.

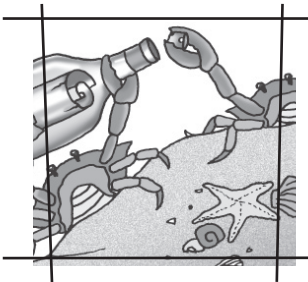
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



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**

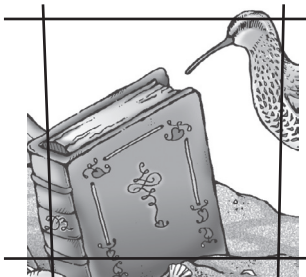
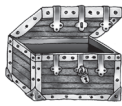
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) 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.

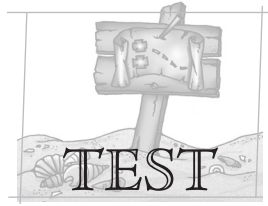


BOOK CLUB

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 page 38 of *Changes*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. What makes Adam feel slightly worried after he talks with Duke and Maria? |CH • CE|

20 points = Adam feels slightly worried after he talks with Duke and Maria because they agree that Adam is experiencing a lot of changes at once.

They think that moving to a new house and getting a new baby brother are a lot of changes. This makes Adam worried that it is a lot of change.

15 points = Adam feels slightly worried after he talks with Duke and Maria because they agree that Adam is experiencing a lot of changes at once. They think that moving to a new house and getting a new baby brother is a lot.

10 points = They agree that Adam is experiencing a lot of changes at once.

10 points

2. Why does Adam's dad have another surprise for Adam after the move? |CE|

a. He wants to reward Adam for being positive.

b. He wants to make Adam even more anxious.

c. He wants to punish Adam for being negative.

d. He wants to let Adam know things one at a time.

20 points

3. Write a summary of your earlier reading using at least three important events that happened in the story. |SU|

20 points = Adam talks about his new brother and moving to a new house with his friends. He decides that the changes might not be so bad. He learns that his new room won't be as cramped, and he will have a brother to play with in a few years. He packs up his room and helps his parents move. He decides the changes are okay.

15 points = Adam talks about his new changes with his friends. He learns that his new room won't be cramped, and he will have a brother to play with. He decides the changes are okay. He helps move.

10 points = Adam talks about his new changes. He decides the changes are okay. He helps move.

20 points

4. How are Adam's feelings while unpacking his things different from his feelings while packing them? |CC • CH|

20 points = Adam's feelings while unpacking his things are different from his feelings while packing them because he is happy while unpacking them. He is having fun deciding where to put his books, furniture, and posters.

He was sad as he packed things up and thought about his memories.

15 points = Adam's feelings while unpacking his things are different from his feelings while packing them because he is happy and having fun deciding where to put his things. He was sad as he packed them up.

10 points = He is happy and having fun deciding where to put his things.

10 points

5. What does Adam do **after** he sees his new dog? |SQ|
- He thinks about how much he misses his old house.
 - He runs over to pet it.*
 - He worries about having to deal with another change.
 - He takes it for a walk.

20 points

6. Write a summary of page 38 using at least three important events that happened in the story. |SU|

20 points = *Adam unpacks his things in his new bedroom and has fun deciding where things should go. His dad calls him upstairs for his surprise. Adam sees that his surprise is a pet dog. He decides change can be very good.* **15 points** = *Adam unpacks his things in his new bedroom. His dad calls him for his surprise. Adam gets a dog and thinks change is very good.* **10 points** = *Adam unpacks his things. His dad gives him a dog as a surprise. Adam thinks change is good.*

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. For each word, write the two words that make up the contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help.

5 points 1. they're *they + ~~are~~* '

5 points 2. she's *she + ~~s~~* '

5 points 3. aren't *are + ~~not~~* '

5 points 4. I'd *I + ~~had~~* '

Building Meaning

recently	responded	cramped	glanced
ample	task	locate	anxious

10 points

5. Write a meaningful sentence for the word *glanced*.

10 points = Leron glanced at the clock during the test so he could see how much time he had left to finish and check his answers. **5 points** = Leron glanced at the clock during the test. **1 point** = Leron glanced at the clock.

10 points

6. “Our house will have ample room for your party guests, so we don’t need to have the party somewhere else,” Tyree’s mom explained.

10 points

7. I couldn’t locate the house phone until someone called and I heard it ring.

Locate means—

- imagine.
- lose.
- find*.
- decorate.

10 points

8. We recently adopted a puppy, so we’ve been working hard to train it to be good.

10 points

9. The scary movie left me feeling anxious about what could be hiding in dark corners.

Anxious means—

- nervous*.
- relaxed.
- content.
- excited.

10 points

10. I knew it was time for new shoes when my toes felt too cramped in my old pair.

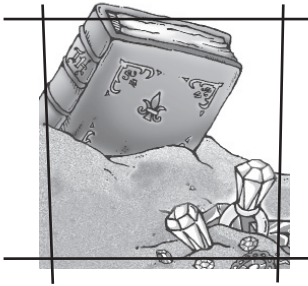
10 points

11. “I will assign each of you a task that you are expected to complete by the end of each day,” Mr. Douglas explained. *Task* means—

- test.
- book.
- movie.
- chore*.

10 points

12. Pablo was excited when his dog responded to his call instead of continuing to chase the cat.

**DAY 6****ACTIVE INSTRUCTION****Timing Goal: 25 minutes****Set the Stage**

- Introduce the writing goal.

Today you will pretend that you are Adam and write a summary journal entry about the things Adam experiences and feels as his life changes.

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 had a wonderful day and wanted to remember it forever? You could write about it in a journal. A journal is a place where you can write your thoughts, feelings, and memories. Some people think of journals as writing letters to themselves. Later you can go back and read your journal entries and relive moments in your life.

- Ask students if any of them ever keep journals. Have volunteers share how often they write in their journals and what they usually write about.
- Display the following journal entry. Read the entry aloud to students.

Blackline master provided.

November 10, 2010

Dear Journal,

I woke up in the best mood today! I knew it was a special day and that I had fun in store for me at school. It helped that I could see the sun shining through my window and could hear birds chirping outside!

We had a special assembly at school. It was hard to sit through the whole morning knowing what was coming after lunch! A zookeeper visited us and brought animals with her. We got to see a giant snake called an anaconda, a flying squirrel, a pair of leopard cubs, and a koala. I got to go up to the front to hold and feed the koala. He was so cuddly!

Later my family had a big celebration. Why? Uncle Mike is home for a short break from the navy! He was at sea on a big ship for a long time, so we were all really excited to see him again. We took him out to dinner at his favorite restaurant and later ate a big chocolate cake at home. Today was a great day!

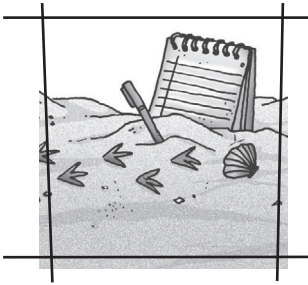
Nora



- Use **Team Huddle** to have students discuss answers to questions about this journal entry. Use **Random Reporter** to select students to share.

Why do you think Nora wrote about her day in her journal? *It was a very special day. There was an assembly at school, and her uncle came home from the navy.* **Right. Nora probably wants to remember how happy this day was, and writing about it in her journal will help her do that. Do you think Nora wrote everything about her day?** *No. Nora only wrote about the important things that happened.* **Right! Nora's journal entry is like a summary of her day. She does not tell us every detail about her day such as what she wore, what she ate for breakfast, how she behaved in class, or what happened when she saw Uncle Mike. What are the most important details from her day?** *She woke up in a good mood. There was an assembly at school. She saw animals from the zoo. She held and fed a koala. Uncle Mike came home from the navy.* **Yes. We do get some details, but for the most part, she only tells us the most important things. Nora would probably get tired of writing in her journal if she wrote about her clothes, breakfast, and classes every day.**

- Point out to students that writing a journal entry is similar to writing a letter. Point out the date, greeting, body, and signature in the journal entry. Ask students how a journal entry is different from a letter.
- Tell students that they will need to imagine what Adam would write if he missed a lot of days in his journal. Explain that they will need to think about the most important events from this cycle's reading that Adam would want to include in his journal entry.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will pretend that you are Adam and write a journal entry to summarize what has happened in your life. You will use the most important events from this cycle’s reading in your journal entry.



- 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-14

Writing Prompt

Imagine that you are Adam, and you have been very busy preparing for the move to your new home and the arrival of your new brother. You want to write a journal entry that summarizes at least five of the most-important things that happen during this cycle’s reading. Think of the main ideas from this cycle’s reading. With your partner, decide on four or five of the less-important events that should be left out of the journal entry. Remember that your journal entry should make sense when you remove the less-important details. Also make sure that you use the form of a journal entry, which includes a date, greeting, body, and signature.

Scoring Guide

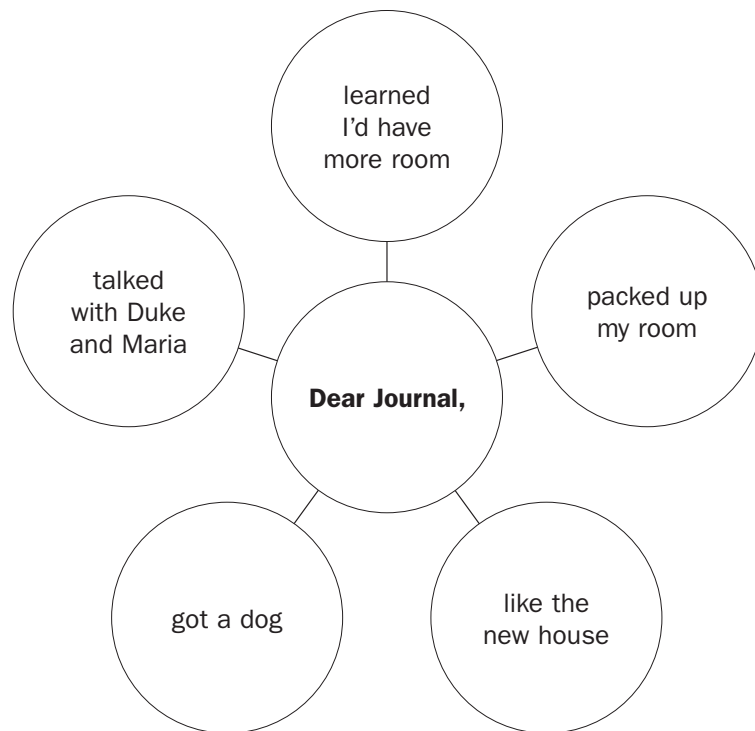
The journal entry includes at least five of the most-important events from this cycle’s reading.	40 points
The journal entry leaves out less-important ideas.	20 points
The important ideas make sense when they are written together.	20 points
The journal entry is in the correct format and includes a date, greeting, body, and signature.	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.
- Discuss with students what date to use in their journal entries.

Remember that you are using the journal format today. That means your entry needs a date, greeting, body, and signature. You might be wondering, What date do I use for my entry? The story does not say exactly when it takes place, but there are a lot of clues, so we can make a really good guess.



- Tell students to open their texts to page 22. Use **Think-Pair-Share** to have students identify what special day it is in the story. *It is the end of Daylight Saving Time.*
- Tell students to turn to page 29 of the text. Use **Think-Pair-Share** to have students identify what sport Adam and his dad are listening to and what the weather is like outside. *They are listening to football on the radio. It is cold outside.*
- Use **Team Huddle** to have students identify a date to use for their journal entries. Use **Random Reporter** to select students to share.

OK, now we have gathered some clues from the story to help us figure out what dates we can use for our journal entries. The first clue is that the story begins at the end of Daylight Saving Time. Do you know when Daylight Saving Time ends? It ends in the fall, usually on the first Sunday in November. That's a big clue. In case you did not know that, however, we have two more good clues. What else did you identify that tells us that November is a good guess? The football game and the cold weather. Football is played in the fall, and it is cold in November. Good work. We do not know how long it took Adam's family to move, but you should write a date in your journals that is in late November or early December. You can use our current year.

- 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.

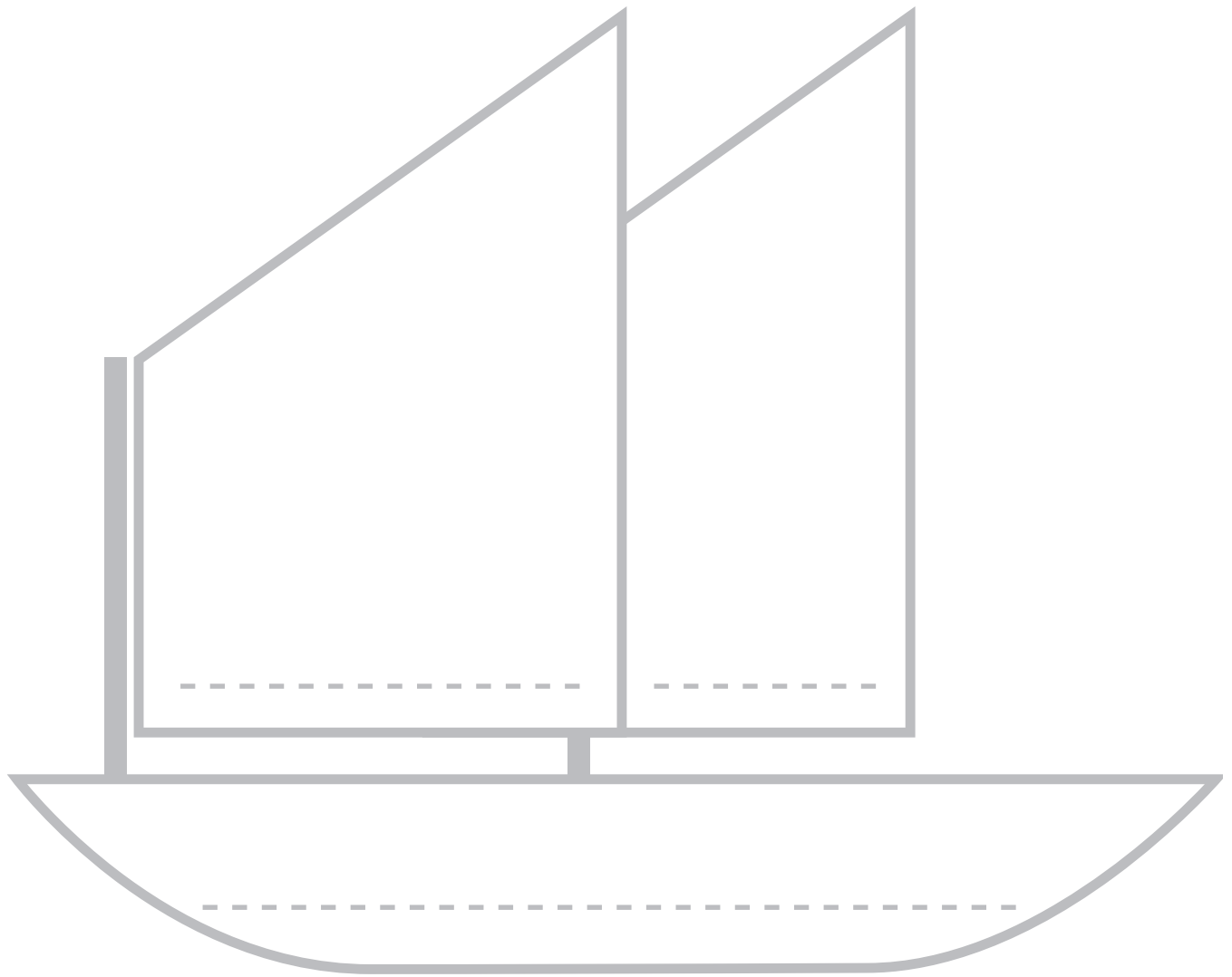
Editing

- 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?



November 10, 2010

Dear Journal,

I woke up in the best mood today! I knew it was a special day and that I had fun in store for me at school. It helped that I could see the sun shining through my window and could hear birds chirping outside!

We had a special assembly at school. It was hard to sit through the whole morning knowing what was coming after lunch! A zookeeper visited us and brought animals with her. We got to see a giant snake called an anaconda, a flying squirrel, a pair of leopard cubs, and a koala. I got to go up to the front to hold and feed the koala. He was so cuddly!

Later my family had a big celebration. Why? Uncle Mike is home for a short break from the navy! He was at sea on a big ship for a long time, so we were all really excited to see him again. We took him out to dinner at his favorite restaurant and later ate a big chocolate cake at home. Today was a great day!

Nora

Story Map



Title: Changes, cycle 2

Characters:

Adam
Adam's dad
Adam's mom
the Patels
Duke
Maria

Setting:

Where: Adam's house
the new house
school
When: Sunday
Monday
moving day

Problem:

Adam is not sure that he likes all the changes happening in his life.

Adam wakes up early because Daylight Saving Time ends and learns that he won't be going to the
Event: football game that day.

Event: Adam's parents tell him that they are going to move to a bigger house. The Patels come to see Adam's house.

Event: Adam's parents tell him they are adopting a baby from Thailand.

Event: Adam asks his friends about moving and having a baby in the house. They tell him that changes can be fun.

Event: Adam packs up his room and helps his parents move to the new house.

Solution:

Adam learns that the new house isn't bad, and things are still the same. He gets a puppy because he has handled change so well.

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 3 / <i>Changes</i>
<p>English Language Arts Standards: <i>Reading: Literature</i></p> <p>Key Ideas and Details</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p>

INFORMATIONAL (6 DAY)

Summarizing Saves the Animals: Samburu

The Savvy Reader—Summarizing, A Collection of Readings, pages 39–51
Success for All Foundation, 2011

Summary

Hardworking, enthusiastic, but absentminded Dr. Nick Brown, a British wildlife conservationist, gets himself into a fix. To continue his work to save the animals in the Samburu Wildlife Reserve in Kenya, he must deliver summaries of his articles about the animals to the Kenya Wildlife Department. But organized, he's not. Forgetting a summary, he heads off to an important meeting with the Wildlife Department. His assistant, Bakiri, a team of student volunteers, and your classroom students must step in and save the day. Pack your research notebooks, your sunscreen, and your reading strategies. The animals need you! Come on an adventure that makes learning to summarize fun and purposeful.

Instructional Objectives

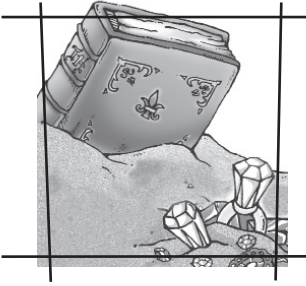
Reading	
CYCLE 1	Summarizing (SU)
	Students will use summarizing strategies to identify the topic, important events or ideas, and supporting details of an informational text and to create a written summary.

Teacher's Note:

- Summarizing Saves the Animals: Samburu is a six-day lesson cycle that focuses on the summarizing strategy. It does not follow the standard structure of Targeted Treasure Hunts.
- The DVD for Summarizing Saves the Animals: Samburu uses the SQRRRL process. Complete the tasks as assigned in the DVD while helping students make connections to the TIGRRS process.

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.

**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 learn to survey informational texts to identify the topic, important ideas, and supporting details to write a summary about them.

- 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.

- Use the items below to build or activate background knowledge about the story.
 - Use **Think-Pair-Share** to have students discuss something they read in a newspaper, magazine, or textbook recently. Then have partners tell about what they read in just one or two sentences. Randomly select a few students to share.
 - Use **Team Huddle** to have students discuss where they should look in informational texts for main ideas and their supporting details. Use **Random Reporter** to select students to share.
 - Use **Team Huddle** to have students discuss places where they might just read a summary of information about an animal. Have students think about what kind of information they would most likely learn from that summary. Use **Random Reporter** to select students to share.



Using the Targeted Skill (Introduction and Definition)

- Introduce summarizing. Use **Think-Pair-Share** to have students identify when they summarize in their day-to-day lives. Randomly select a few students to share.

Sometimes shorter is better. A summary of an article or a story is always shorter than the original article or story. We summarize all the time, both in writing and in conversation, to save time, to tell only the most important information, to make a point, or to help ourselves remember. I want you to talk with your partner about some examples of when we summarize in our day-to-day lives. Think about when we shorten things that we tell or write and when we hear or read things that have been shortened. Their list might include: We tell a friend about a movie or book, or about what we did this weekend or over the summer. The news on TV and in newspapers is a shorter version of the events of the day. We summarize whenever we want to convey information quickly, like when making a 911 call, telling a story, or giving someone directions.

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.

Team Talk

1. What text features did you find in the article that helped you identify the topic?
2. Adam had a different opinion about the topic of the article. What did Adam think the topic was? Why did he think that?
3. Adam, Tori, Rachel, and Zach have to summarize Dr. Nick's article. To develop the summary, which of the following questions should they ask themselves? ISU!
 - a. What do leopards do at night?
 - b. What is the most-important information about leopards?
 - c. Do leopards eat at night?
 - d. Why don't leopards sleep at night?

Why did you pick that question? (Write-On)

- Randomly assign team leaders.
- Introduce the video.

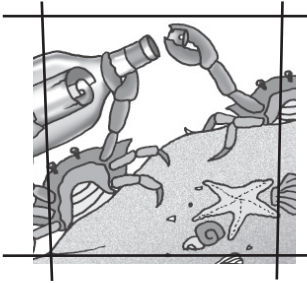
Before we watch the video, let's think for a minute about finding the topic of an article. The topic is what the article is mostly about. A summary of an article should include all the important events or ideas about the topic. So, if we know what the topic is, it will help us figure out the important events or ideas. When we know the topic, we can also begin asking questions about what we would like to learn about the topic.

Today, in the video, you'll meet Dr. Nick Brown, a wildlife conservationist, his assistant Bakiri Nanda, and a team of student volunteers. They're all working to save the animals at the Samburu Wildlife Reserve in Africa. Dr. Nick gets himself into trouble. He must deliver summaries of the articles he's writing about the animals to the Wildlife Department. If he doesn't deliver the summaries in time, he might not be able to go on working at Samburu. Fortunately for Dr. Nick, his student volunteers—and you—can help him out. The first challenge will be finding the topic of one of Dr. Nick's articles. Ready? Let's head to Africa!

- Build or activate knowledge about the Samburu Wildlife Reserve.
 - Search for articles and photos of Samburu on the Internet. Use a search engine like Google.com to find the information.
 - Tell students that the Samburu Wildlife Reserve is located in a hot and dry part of Kenya, East Africa, about 325 kilometers north of the capital, Nairobi. The Ewaso Ngiro River runs through Samburu and attracts plenty of wildlife: elephants, leopards, hippos, zebras, lions, giraffes, gazelles, crocodiles, and different kinds of birds. The Samburu people who live there are herders of goats and cattle.
- **Play** “Part 1: Survey and Question the Topic” (7 minutes).
- Bakiri will ask students to survey Dr. Nick's article, find the topic, and write two questions for which they would like to find answers in the article.



- Stop the video as indicated, and model completing the activities, or have students complete them.
- Use **Random Reporter** to review the team discussions, and then play the rest of part 1. Show the idea tree you filled in with the topic.
- Tell students to save their idea trees because they will continue filling them in during day 2.
- Award team celebration points.



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 text features did you find in the article that helped you identify the topic?

100 points = *The text features I found in the article that helped me identify the topic were the title, subtitles, captions, and sidebars. They gave me clues that helped me identify the topic.* **90 points** = *The text features I found that helped me were the title, subtitles, captions, and sidebars.* **80 points** = *The title, subtitles, captions, and sidebars.*

2. Adam had a different opinion about the topic of the article. What did Adam think the topic was? Why did he think that?

100 points = *Adam thought the topic of the article was Samburu leopards instead of just leopards. He thought that because Dr. Nick studies the leopards that live in the Samburu Reserve.* **90 points** = *Adam thought the topic of the article was Samburu leopards because Dr. Nick studies them.* **80 points** = *He thought it was about Samburu leopards. Dr. Nick studies them.*

Team Talk *continued*

3. Adam, Tori, Rachel, and Zach have to summarize Dr. Nick's article. To develop the summary, which of the following questions should they ask themselves? [SU]
- What do leopards do at night?
 - What is the most-important information about leopards?*
 - Do leopards eat at night?
 - Why don't leopards sleep at night?

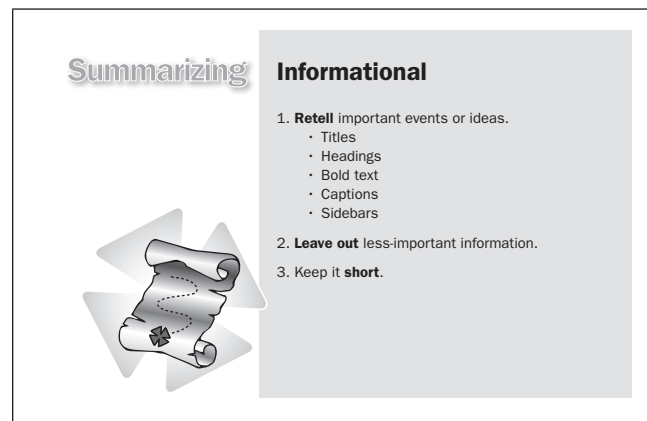
Why did you pick that question? (Write-On)

100 points = *I picked this question because it will make the kids look for the most-important information about leopards. The other questions are too specific. The information they might learn about leopards from these questions might not be the most-important information they could learn.*

90 points = *I picked this question because it will make the kids look for the most-important information about leopards. The information they might learn from the other questions might not be the most important.*

80 points = *It will make the kids look for the most-important information about leopards.*

- 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 informational text.



- Introduce Bakiri's Challenge.

Bakiri Nanda will soon begin his search for new student volunteers at the Samburu Wildlife Reserve. Rachel, Zach, Adam, and Tori will be returning to the United States soon. Bakiri needs students who can summarize. He has given us a challenge.

- Read Bakiri’s Challenge aloud.

Student Edition, page S-15

Bakiri is writing a book of his own, called *Animals of Samburu*. He has sent us chapter 1. He’s wondering if you can identify the topic of chapter 1, “There’s a Wild Thing in My Bedroom!” just by surveying the text features. I want you to work with your partner to identify the topic.



- Monitor the partners’ discussions for understanding. Remind students to use their Summarizing Strategy Cards.
- Have partners compare their idea of the topic with that of their teammates, reach consensus, and write the topic on an idea tree. Monitor the discussions, giving support as needed.
- Use **Random Reporter** to review the team discussions.
- 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 Bakiri’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.
	<p>Team Talk Extenders</p> <p>Do you think surveying the text to find the topic is the best way to begin the summarizing process? Why or why not?</p> <p>Adam originally thought the article might be about Samburu leopards specifically. What do you think could have happened if he had written a summary based on that?</p>
<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.

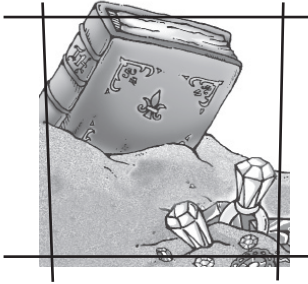
We have discussed examples of summaries in our daily lives. We have been introduced to some students who must write a summary of an article to help save the animals of the Samburu Wildlife Reserve. You have identified the topic of an article and asked questions about leopards or questions you think Dr. Nick will answer in his article. Let's think about how identifying the topic and asking questions will help us summarize better.

We survey the text features for clues we can use to identify the topic. Knowing the topic helps us think about what important events or ideas about the topic will be included in the article. Then we can begin asking ourselves questions about what the author will tell us about the topic.

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: 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)



- Use the question below to have your students review their ideas about the topic, and summarizing. Have them discuss their responses in teams. Use **Random Reporter** to select students to share.
 - You used text features to help you identify a topic. Do you think text features might also help you find the important events or ideas? How? Which text features do you think will be the most helpful? Why?** (*Accept students' answers while guiding them to understand.*) *Sometimes the title can help you decide what is important; the subtitle of a section usually will give them a clue to the important events or ideas in the section; pictures and captions usually illustrate a main idea in a passage; sidebars bring attention to important events or ideas.*

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. What was the most difficult part of restating page 2? Why?
2. Adam told his teammates to look for Dr. Nick’s most-important events or ideas, not just things that interest them in the article. Do you agree with him? Why?
3. What clues helped you find the main idea of the section “What’s for Dinner?” Was there one sentence that told you the main idea? Or did you have to read the section and think about what Dr. Nick was mostly saying? Or did you use a combination of the two?
4. How did the Summarizing Strategy Card help you find the main idea? (Write-On) |SU|

- Introduce the video.

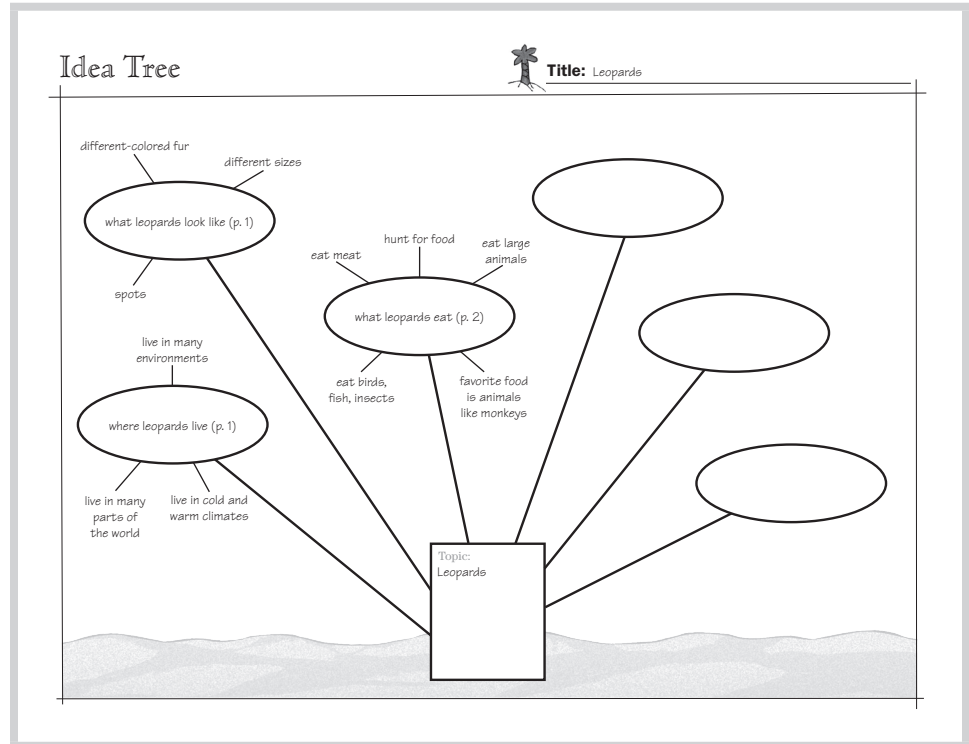
Rachel, Zach, Tori, and Adam, with Bakiri’s help, are working very hard to summarize Dr. Nick’s article on leopards so they can fax the summary to him. When we last saw them, they had identified the topic of the article and had asked their own questions about leopards. Today we’ll read and restate important events or ideas right along with the students at the Samburu Wildlife Reserve. You’ll need your collection of readings, journal, and Summarizing Strategy Card. Grab a sticky note or two just in case you read a word or phrase that you don’t understand.



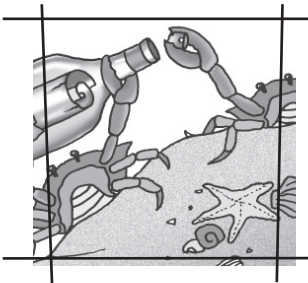
- **Play** “Part 2: Read and Restate Important Ideas, Pages 1 and 2” (7 minutes).
- Bakiri will ask students to read and restate the main ideas and supporting details on page 2 with their partners, to record the important ideas and supporting details on their idea trees, and to discuss and reach consensus with their teammates.

- Stop the video as indicated, and model completing the activities, or have students complete them. Then show the rest of part 2. When it concludes, show students the idea tree filled in, as in the video, so they can compare their work with it. Have teams discuss any differences. Use **Random Reporter** to review the team discussions.

Blackline master provided.



- Award team celebration points.



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 was the most difficult part of restating page 2? Why?

100 points = *The most difficult part of restating page 2 was identifying the main idea of the page. The page seemed to be about two different things.*

I had to decide what the most-important idea was. 90 points = *The most difficult part of restating page 2 was identifying the main idea of the page. The page seemed to be about two different things. 80 points* = *Identifying the main idea of the page. It was about two things.*

2. Adam told his teammates to look for Dr. Nick’s most-important events or ideas, not just things that interest them in the article. Do you agree with him? Why?

100 points = *Yes. I agree with Adam. The important ideas are the ideas the author wants us to pay attention to. The author supports those ideas with details. Readers might find information that is fun or interesting to know, but they may not be the ones the author thinks are most important.*

90 points = *Yes. I agree with Adam. The important ideas are the ideas the author wants us to pay attention to. The author supports those ideas with details. 80 points* = *I agree. The important ideas are the ideas the author wants us to pay attention to.*

3. What clues helped you find the main idea of the section “What’s for Dinner?” Was there one sentence that told you the main idea? Or did you have to read the section and think about what Dr. Nick was mostly saying? Or did you use a combination of the two?

100 points = *I used a combination of reading the heading and the whole section to identify the main idea of the section. The heading has the word dinner in it, so I thought it could be about eating. The section tells me about the foods leopards eat. 90 points* = *I used a combination of reading the heading and the whole section to identify the main idea of the section. The heading has the word dinner in it, so I thought it could be about eating.*


80 points = *I used a combination of reading the heading and the whole section to identify the main idea of the section.*

4. How did the Summarizing Strategy Card help you find the main idea?
(Write-On) |SU|

100 points = *The Summarizing Strategy Card helped me find the main idea because it reminded me what to look for on the page. It reminded me that I should use titles, headings, bold text, captions, and sidebars to identify important ideas. There is a large section of bold text that tells me what the main idea of the section is. 90 points* = *The Summarizing Strategy Card helped me find the main idea because it reminded me what to look for on the page. I should use titles, headings, bold text, captions, and sidebars. 80 points* = *It reminded me what to look for on the page.*

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

Summarizing



Informational

1. **Retell** important events or ideas.
 - Titles
 - Headings
 - Bold text
 - Captions
 - Sidebars
2. **Leave out** less-important information.
3. Keep it **short**.

- Review the informational side of the Summarizing Strategy Card.
- Introduce Bakiri's Challenge. Have partners read and restate "There's a Wild Thing in My Bedroom!," identify the important ideas and supporting details, and record them on an idea tree.

Once again, Bakiri has a challenge for you. Let's find out what it is.

- Read Bakiri's Challenge aloud.

Student Edition, page S-15

Bakiri wants you to find the important events or ideas and supporting details in chapter 1 of his book, *Animals of Samburu*. With your partners, read and restate "There's a Wild Thing in My Bedroom!," and identify the important events or ideas and supporting details. Record these on an idea tree. Remember, sometimes the main idea is easy to find. It might be in the first sentence of a section. But sometimes you have to read the whole passage to find the main idea.

- Monitor the discussions for understanding. Remind students to use their Summarizing Strategy Cards.
- Have partners compare their idea tree with that of their teammates and reach consensus. Monitor and support the teams as they work.
- Use **Random Reporter** to review the team discussions. Tell students to save their idea trees.
- Award team celebration points.



Class Discussion TP

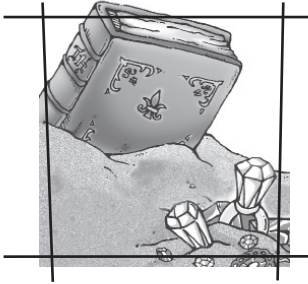
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Bakiri's Challenge.

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; width: 20%; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Do you agree with the main idea that the kids choose for page 2? Why or why not? What would you say the main idea of the page is?</p> <p>Do you think it would be easier to identify the main idea if there were more clues on the page? Why or why not?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Do you agree with the main idea that the kids choose for page 2? Why or why not? What would you say the main idea of the page is?</p> <p>Do you think it would be easier to identify the main idea if there were more clues on the page? Why or why not?</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. 	

- Summarize the lesson for students.

The students in the video practiced reading and restating with their partners. They identified the important events or ideas and supporting details as they read. Sometimes they disagreed on the important events or ideas. They discovered that the text features helped them make decisions about what was and what wasn’t important to the author.

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 the following questions to reinforce what students are learning about restating important events or ideas. Have them discuss their responses with their teammates. Use **Random Reporter** to select students to share.
 - 1. Why is it important that you restate in your own words what you read?**
(Accept students' answers while guiding them to understand.) Restating actually begins the process of summarizing because you're picking out the most important events or ideas—those that the author wants you to remember. Restating is also a way to make sure that you understand what you read.
 - 2. Are you starting to summarize when you talk with your friends or family? Can you give an example, like summarizing what you did one day, or a TV show you watched, or a funny thing that happened to you? Did you include only the most important ideas or events and details?**
(Answers will vary.)

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-16

Team Talk

1. Tori suggested that her team combine two ideas: "Leopards need protection from people who cut down forests," and "Leopards need protection from people who build on the land leopards live on," into one statement. Do you remember how Tori combined them? Do you think that was a good suggestion? Why or why not?
2. Bakiri said that when you fill in the idea tree, it's okay to put ideas and details in your own words. When you compared your idea tree for pages 3 and 4 with the one in the video, did you find that you picked out some of the same ideas and details, but put them in different words? Which ideas and details? Did you use more or fewer words than the students at Samburu? (Write-On) |SU|

- Introduce the video.

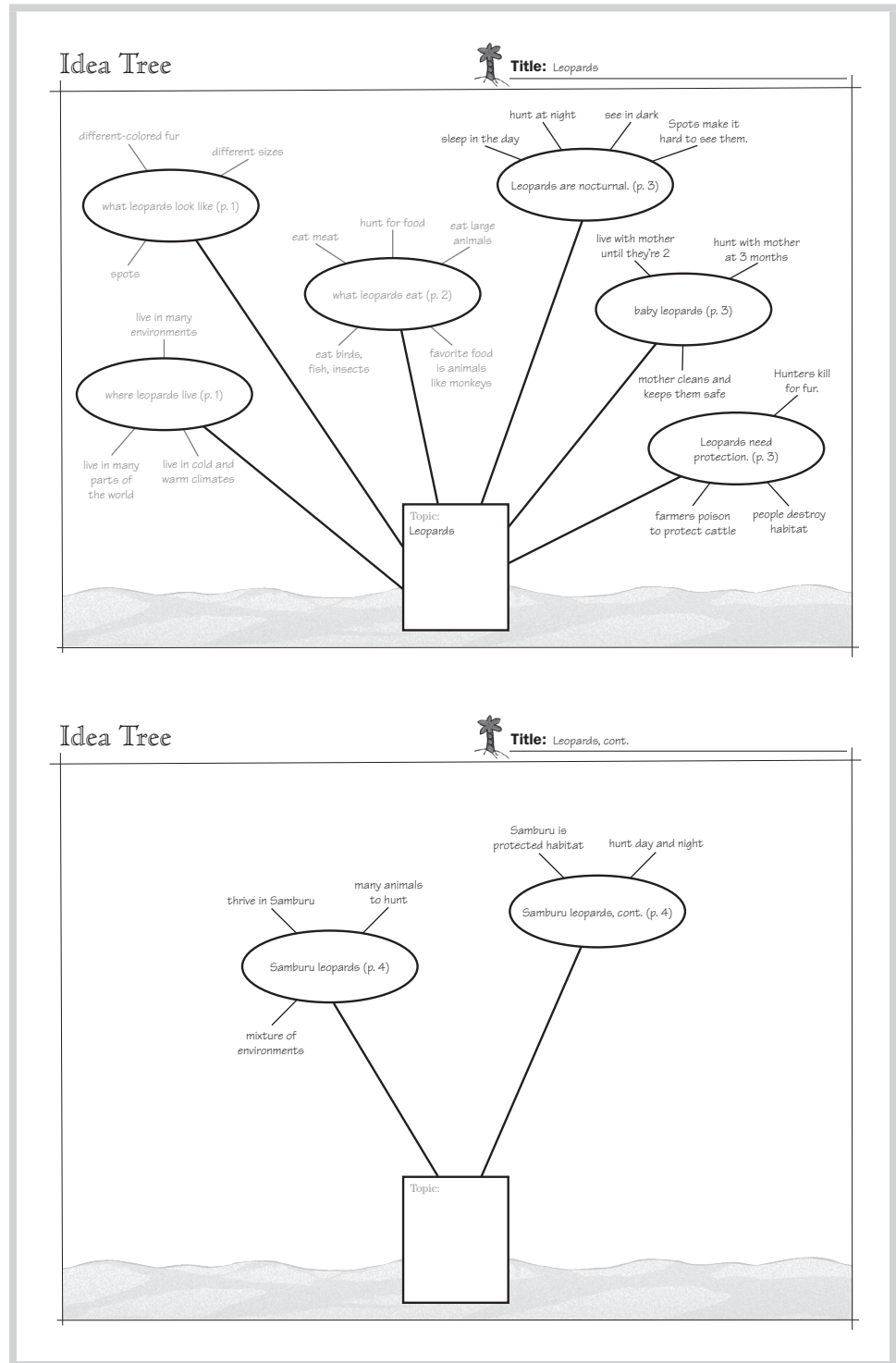
Rachel, Zach, Tori, and Adam have read the first two pages of Dr. Nick's article about leopards. But there are two pages left for them to read, restate, and identify the important events or ideas and supporting details. I have a feeling Bakiri will ask you to work right along with the Samburu students. So get the article and the idea tree that you've begun ready, and make sure you have sticky notes and your Summarizing Strategy Card. Time is ticking away, and I'm surprised that Dr. Nick still doesn't know that he's missing the summary of this article. He really is absentminded!



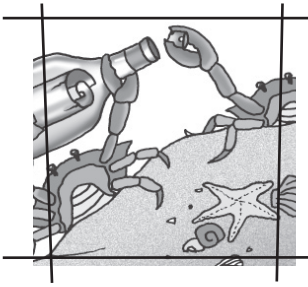
- **Play** "Part 3: Read and Restate Important Ideas, Pages 3 and 4" (6 minutes).
- Bakiri will ask students to read pages 3 and 4 of Dr. Nick's article with their partners, record important events or ideas and supporting details on their idea trees, discuss what they selected with their team, and reach consensus.

- Use **Random Reporter** to review the team discussions. Stop the video as indicated, and show students the idea tree filled in, as in the video, telling students to compare their work with it. Have the teams discuss any differences. Select a few teams to share their discussions.

Blackline master provided.



- Have students save their idea trees because they will use them to write a summary on day 4.
- Award team celebration points.



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. Tori suggested that her team combine two ideas: “Leopards need protection from people who cut down forests,” and “Leopards need protection from people who build on the land leopards live on,” into one statement. Do you remember how Tori combined them? Do you think that was a good suggestion? Why or why not?

100 points = *I think Tori’s suggestion was good. She thought the ideas had something in common. They are both about people destroying the leopards’ habitat. Tori said they could keep it short by combining the two ideas into “Leopards need protection from people who destroy their habitat.”*

90 points = *I think Tori’s suggestion was good. She thought the ideas had something in common. She said they could combine the two ideas into “Leopards need protection from people who destroy their habitat.”*

80 points = *The suggestion was good. She said they could say, “Leopards need protection from people who destroy their habitat.”*

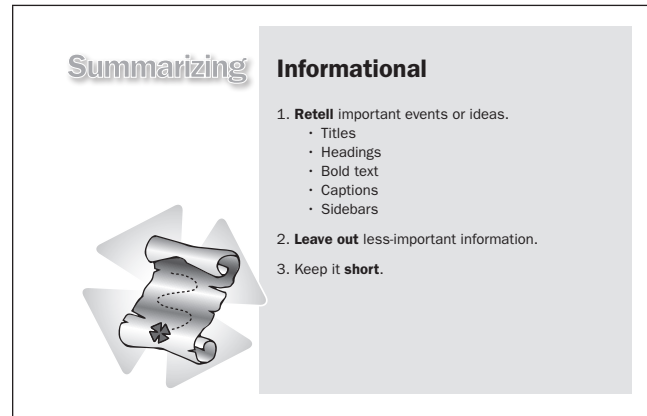
2. Bakiri said that when you fill in the idea tree, it’s okay to put ideas and details in your own words. When you compared your idea tree for pages 3 and 4 with the one in the video, did you find that you picked out some of the same ideas and details, but put them in different words? Which ideas and details? Did you use more or fewer words than the students at Samburu? (Write-On) |SU|

100 points = *Yes. I found that I said some ideas differently on my idea tree. I did not have as many details about what a mother leopard does for her babies. I said that mother leopards care for their babies. I used fewer words to tell my main idea.*

90 points = *Yes. I found that I said some ideas differently on my idea tree. I did not have as many details about what a mother leopard does for her babies. I used fewer words to tell my main idea.*

80 points = *I did not have as many details about what a mother leopard does for her babies.*

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



- Review the informational side of the Summarizing Strategy Card as necessary.
- Introduce Bakiri's Challenge. Have teams compare the idea trees they filled in for "There's a Wild Thing in My Bedroom!" with the one that was filled in by the Samburu students. Ask teams to discuss any differences and make changes to their idea trees as needed.

Bakiri has sent us another challenge.

- Read Bakiri's Challenge aloud.

Student Edition, page S-16

Some time ago, when Rachel, Zach, Tori, and Adam first arrived in Samburu, Bakiri asked them to read and restate chapter 1 of his book, *Animals of Samburu*. They did as Bakiri asked and filled in an idea tree for the chapter "There's a Wild Thing in My Bedroom!" With your team, compare your idea tree for the text with the one filled in by Rachel, Zach, Tori, and Adam. Discuss the differences. Would you change anything on your idea tree now? Explain why.



- Monitor the discussions for understanding. Remind students to use their Summarizing Strategy Cards.
- Use **Random Reporter** to have teams share the differences between their idea trees and those of the Samburu students and any changes they made to their idea trees. Have students save their idea trees.
- Award team celebration points.

Class Discussion **TP**

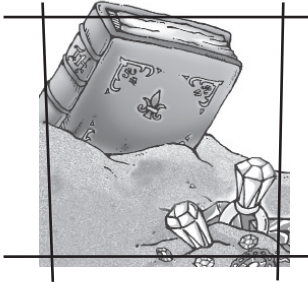
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Bakiri's Challenge.

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;"> <p>Do you think the ideas you put on your idea trees should be short and to the point? Why or why not?</p> <p>Adam reminds Tori that the idea that the baby leopards practice hunting by pouncing on their mother’s tail was just an interesting fact and not an important one. Do you think this is a sign of good teamwork? Why or why not?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Do you think the ideas you put on your idea trees should be short and to the point? Why or why not?</p> <p>Adam reminds Tori that the idea that the baby leopards practice hunting by pouncing on their mother’s tail was just an interesting fact and not an important one. Do you think this is a sign of good teamwork? Why or why not?</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. 	

- Summarize the lesson for students.

Rachel, Zach, Tori, and Adam restated what they had read with their partners. They identified the important ideas and supporting details as they read. They decided which ideas were most important by thinking about what was important to the author, and they looked for details that supported the ideas. To keep it short, they combined ideas that had something in common.

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: 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)

- Use the following questions to help students consider the skills in summarizing and their use of the skills, both individually and with their teams. Have students discuss their answers in teams, and then use **Random Reporter** to select students to share.
 1. **Without looking at your strategy card, what are the steps in summarizing an informational text?** Help students remember these steps.
 1. *Retell important events or ideas.*
 2. *Leave out less-important information.*
 3. *Keep it short.*
 2. **Are four heads better than one? How was your team helpful in completing the idea tree?**
(Answers will vary.)

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-16

Team Talk

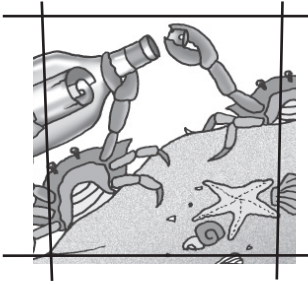
1. How does your written summary compare with that of Rachel, Zach, Tori, and Adam? Is your summary longer or shorter? Is it as clear as theirs or clearer? Does it have fewer or more details? (Write-On)
2. How did your partner's feedback help you improve your summary?
3. Did Dr. Nick answer your questions about leopards? What did you learn? If he didn't answer your questions, what's one interesting fact that you learned about leopards?

- Introduce the video.

Rachel, Zach, Tori, and Adam have read Dr. Nick's article, picked out all the important ideas, and recorded them on an idea tree. Now it's time for them to turn their idea tree into a written summary for Dr. Nick. But can they do it by the deadline? Will Dr. Nick find the fax machine, get the students' summary, and make it to the meeting on time? We'll find out today! So get the article and idea tree that you've begun ready, and make sure you have sticky notes and your Summarizing Strategy Card.



- **Play** "Part 4: Review and Learn: Summarize" (5 ½ minutes).
- Bakiri will ask students to review their idea trees, see if Dr. Nick answered their questions, and choose one or two branches of their ideas trees to write a summary.
- Stop the video while students individually review their idea trees and summarize one or two branches. Have them trade summaries with their partners and give each other feedback. At Bakiri's prompt, show students the Samburu students' summary so they can compare their summaries with it. Play the concluding segment of the video.
- Award team celebration points.



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 written summary compare with that of Rachel, Zach, Tori, and Adam? Is your summary longer or shorter? Is it as clear as theirs or clearer? Does it have fewer or more details? (Write-On)

100 points = *My written summary is similar to the summary written by Rachel, Zach, Tori, and Adam. My summary is a little shorter than theirs. Sometimes I included fewer details than they did when I wrote about the main ideas and important details. I didn't think a lot of details needed to be in the summary.* **90 points** = *My written summary is similar to the summary written by Rachel, Zach, Tori, and Adam. My summary is a little shorter than theirs. Sometimes I included fewer details than they did.* **80 points** = *My summary is a little shorter than theirs.*

2. How did your partner's feedback help you improve your summary?

100 points = *My partner's feedback helped me improve my summary because my partner told me when I included too many interesting details that were less important. My partner made sure my summary just had important details in it.* **90 points** = *My partner's feedback helped me improve my summary because my partner told me when I included too many interesting details that were less important.* **80 points** = *My partner told me when I included too many interesting details that were less important.*

Team Talk *continued*

3. Did Dr. Nick answer your questions about leopards? What did you learn? If he didn't answer your questions, what's one interesting fact that you learned about leopards?


100 points = *One interesting fact I learned about leopards is that leopards are good tree climbers. I learned that they take their food up into trees so they can eat it without being bothered by other animals.*

90 points = *One interesting fact I learned about leopards is that leopards are good tree climbers. I learned that they take their food up into trees.*

80 points = *Leopards are good tree climbers. I learned that they take their food up into trees.*

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

Summarizing



Informational

1. **Retell** important events or ideas.
 - Titles
 - Headings
 - Bold text
 - Captions
 - Sidebars
2. **Leave out** less-important information.
3. Keep it **short**.

- Review the informational side of the Summarizing Strategy Card as necessary.
- Introduce Bakiri's Challenge. Have partners pick one branch of the idea tree they filled in for the text and write a summary of it together.

Bakiri has one last challenge for you.

- Read Bakiri's Challenge aloud.

Student Edition, page S-16

Because you've become so good at summarizing, Bakiri would like you and your partner to select a branch or two of the idea tree you filled in for "There's a Wild Thing in My Bedroom!" and to write a summary of it. First, talk about what to write. Then, write your summary on every other line of a piece of paper. Use the blank lines underneath to revise it.

- Monitor the discussions for understanding. Remind students to use their Summarizing Strategy Cards.
- Have partners trade summaries with their teammates and give one another helpful feedback. Monitor the discussions, and give support as needed



- Ask several partners to read their summaries aloud.
- Use **Random Reporter** to review the team discussions.
- 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 Bakiri’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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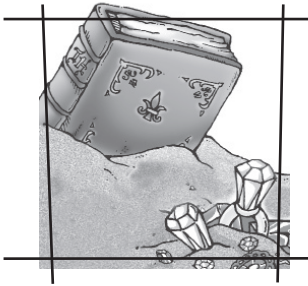
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
<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.

Dividing up the writing made summarizing the article easier for us and for the Samburu students. Each of you took a branch or two from your idea tree and used the information there to write a whole-sentence, paragraph-length summary. Good job!

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: 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.

When good readers read, they remember to identify the important events and details in a story or text. They also remember to leave out less-important details that they do not need to include in a summary. Summarizing strategies help you check your understanding and make sure you understand the main ideas and events.

- Refer students to the Summarizing Strategy Card, and review how to summarize informational texts.
- Remind students to use their Summarizing Strategy Cards while they partner read today. Tell them to talk to their partners about the summarizing strategies that they use as they read.

Preview Team Talk

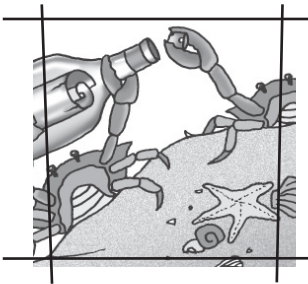
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-17

Team Talk

1. What is one question you had before you began reading? |QU|
2. On your idea tree, write the main idea and important supporting details from the section titled “How Humans Use Poison Dart Frogs.” |SU • MI|
3. Use the information you have written on your idea tree to write a brief summary of the section “How Poison Dart Frogs Become Dangerous.” (Write-On) |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Use the first paragraph of “Dangerous Beauty: the Poison Dart Frog” to model summarizing with a student. Read the passage aloud. Model restating the ideas in the paragraph in your own words. For example:

Let’s see if I can identify the topic of this article. This article is about poison dart frogs from South and Central America.

A Collection of Readings,
page 48

Dangerous Beauty: the Poison Dart Frog

Range

South and Central America

Description of Poison Dart Frogs

There are many varieties of poison dart frogs living in the rainforests. They are all brightly colored or patterned. Their colors vary from bright blue, to black with yellow spots, to green, gold, copper, or red. However, these colors are not just for show. They serve as a warning to other animals that the frogs are poisonous and dangerous to eat. These frogs are small, ranging in size from less than an inch to two and a half inches.

- Tell 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 informational texts, you should use an idea tree or other graphic organizer to record important ideas. Remember to check each main idea by adding supporting details to your organizer. To help you find main ideas and supporting details, use titles, headings, bold text, captions, and sidebars. You can remember all these elements by looking at your Summarizing Strategy Card.

- Have students read:
 “Dangerous Beauty: the Poison Dart Frog” 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 “How poisonous are these frogs?” I want to know how dangerous they are to people.* **90 points** = *One question I had before I began reading was “How poisonous are these frogs?”* **80 points** = *How poisonous are these frogs?*

2. On your idea tree, write the main idea and important supporting details from the section titled “How Humans Use Poison Dart Frogs.” |SU • MI|

100 points = *The main idea of the section “How Humans Use Poison Dart Frogs” is that humans use poison dart frogs for their poisons. Some South American Indians coat their darts or arrows with frog poison for hunting.* **90 points** = *The main idea of the section “How Humans Use Poison Dart Frogs” is that humans use poison dart frogs for their poisons.* **80 points** = *Humans use poison dart frogs for their poisons.*

Team Talk *continued*

3. Use the information you have written on your idea tree to write a brief summary of the section “How Poison Dart Frogs Become Dangerous.” (Write-On) ISU

100 points = *Poison dart frogs are only dangerous if they eat poisonous insects in the rainforest. The insects are poisonous from the plants that they eat. The frogs aren't hurt by the poison and use it for protection. Poison dart frogs have few enemies.* **90 points** = *Poison dart frogs are only dangerous if they eat poisonous insects. The frogs use the poison for protection. Poison dart frogs have few enemies.* **80 points** = *Poison dart frogs eat poisonous insects and use the poison for protection. They have few enemies.*

- Circulate through the classroom, and check for comprehension. Listen to team discussions, and offer hints and suggestions. Ask questions to encourage further discussion. Examples include: 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? Did you use the parts listed on the informational side of your Summarizing Strategy Card to help you choose main ideas? Could you use these summarizing strategies when you read your science or social studies textbook?
- 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.



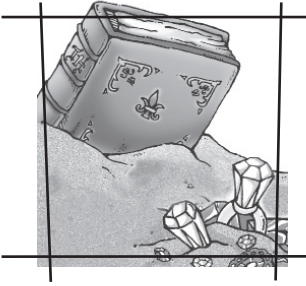
Strategy-Use Discussion

- 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	<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 some examples of text features? How can text features help you choose the main ideas in informational text?</p> <p>Which details from the section you summarized were not important to include in your summary? Why shouldn't they be included in a summary?</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 6****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.

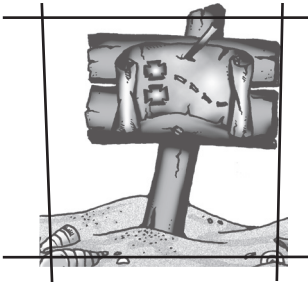
Set the Stage

- 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 text that students will read for their test. Tell what it is about, but do not give additional information or details.

Today we will read “Amphibian in Tiger’s Clothing.” We will think about the important ideas or events so we can write a summary after reading.

Prepare Students for the Test

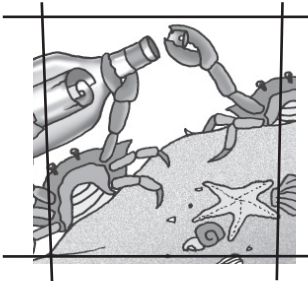
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #4 and #6 ask about summarizing.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that 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**

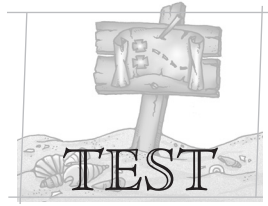
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) 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 “Amphibian in Tiger’s Clothing,” and answer the following questions. The total score for comprehension questions equals 100 points.

Amphibian in Tiger’s Clothing

Range

North America

Description of Tiger Salamanders

Tiger salamanders (SAL-a-man-ders) are amphibians with yellow, gray, or yellowish-brown bodies and black or gray markings that look like tiger stripes. The largest land salamanders, these amphibians can grow up to fourteen inches long, although the average is between six and eight inches long. Salamanders may look like lizards, but they have no scales and are amphibians, like frogs.

Life In and Out of Water

Like all amphibians, tiger salamanders start life as larvae in ponds or calm streams. As larvae, tiger salamanders have gills and stay in the water until they develop lungs and legs. Then they are ready to move onto dry land. Tiger salamanders live in many habitats, usually near ponds and streams. Adult salamanders make burrows deep in the ground or move into other animals’ burrows. Some tiger salamanders, called water dogs, never grow into adults and live their whole lives as larvae in the water.

Keeping a Salamander as a Pet

Tiger salamanders are popular pets. A tiger salamander needs a large tank. An aquatic, or larval, salamander will need a tank filled with about six inches of water with rocks to hide in. An adult salamander needs to burrow, so there should be dirt, bark chips, and moss in the tank instead of water. Salamanders need their homes cleaned often to stay healthy. They have very sensitive skin. Aquatic salamanders will eat water insects or worms; while adults can eat feeder insects.

Humans and the Tiger Salamander

Tiger salamanders have a habitat that stretches across North America, but in many places they are losing their homes. When humans cut down forests or drain wetlands, tiger salamanders are left with fewer places to live.

Acid rain, which is caused by pollution, also affects the salamanders because it turns their ponds acidic. These animals are also victims of roads and cars. Many are struck by cars as they travel to breeding grounds. Tiger salamanders are protected by the government in many locations.

20 points

1. What text features helped you predict the topic of this article? Write the topic on your idea tree. |PR|

20 points = *The text features that helped me predict the topic of this article were the subheadings. The subheadings tell me that this article is about tiger salamanders.* **15 points** = *The text features that helped me predict the topic of this article were the subheadings.* **10 points** = *The subheadings helped me.*

20 points

2. What is one question you had about the topic before you began reading the article? |QU|

20 points = *One question I had about the topic was what the heading, “Amphibian in Tiger’s Clothing,” meant. I wanted to know what clothing a tiger wears.* **15 points** = *One question I had about the topic was what “Amphibian in Tiger’s Clothing” meant.* **10 points** = *I wanted to know what the heading meant.*

10 points

3. What is the main idea of the section titled “Description of Tiger Salamanders”? |MI|
- what the tiger salamander looks like*
 - preparing tiger salamanders for dinner*
 - what to look for when hunting for salamanders*
 - how tiger salamanders are different from lizards*

20 points

4. On your idea tree, write the main idea and important supporting details from the section titled “Life In and Out of Water.” |SU • MI|

20 points = *The main idea of this section is that salamanders are amphibians and live in water and on land. Salamanders start their lives in water. When they turn into adults, they live on land.* **15 points** = *The main idea of this section is that salamanders are amphibians. They start life in water and live on land as adults.* **10 points** = *Salamanders are amphibians. They start life in water and live on land later.*

10 points

5. What is the main idea of the paragraph titled “Keeping a Salamander as a Pet”? |MI|
- catching tiger salamanders and their food in the wild*
 - taking your salamander for a walk on a leash*
 - keeping a salamander happy and healthy in an aquarium*
 - teaching your salamander how to perform tricks*

20 points

6. Use the information you wrote on your idea tree to write a brief summary of the section “Humans and the Tiger Salamander.” |SU|

20 points = *Humans affect tiger salamanders’ habitat. Removing trees and draining wetlands decreases their habitat. Acid rain from pollution hurts their ponds. Tiger salamanders are often killed when crossing roads. They are protected by laws in many places.* **15 points** = *Humans affect tiger salamanders’ habitat. People remove trees and drain wetlands. Acid rain hurts their ponds. Tiger salamanders are often killed on roads. They are protected in many places.* **10 points** = *Humans affect tiger salamanders. They damage their home. Acid rain hurts their ponds. Tiger salamanders are killed on roads. They are protected by laws.*

The Wildlife Department awards

for being a good friend
and protector of the
animals in Samburu
Wildlife Reserve.



The Wildlife Department awards

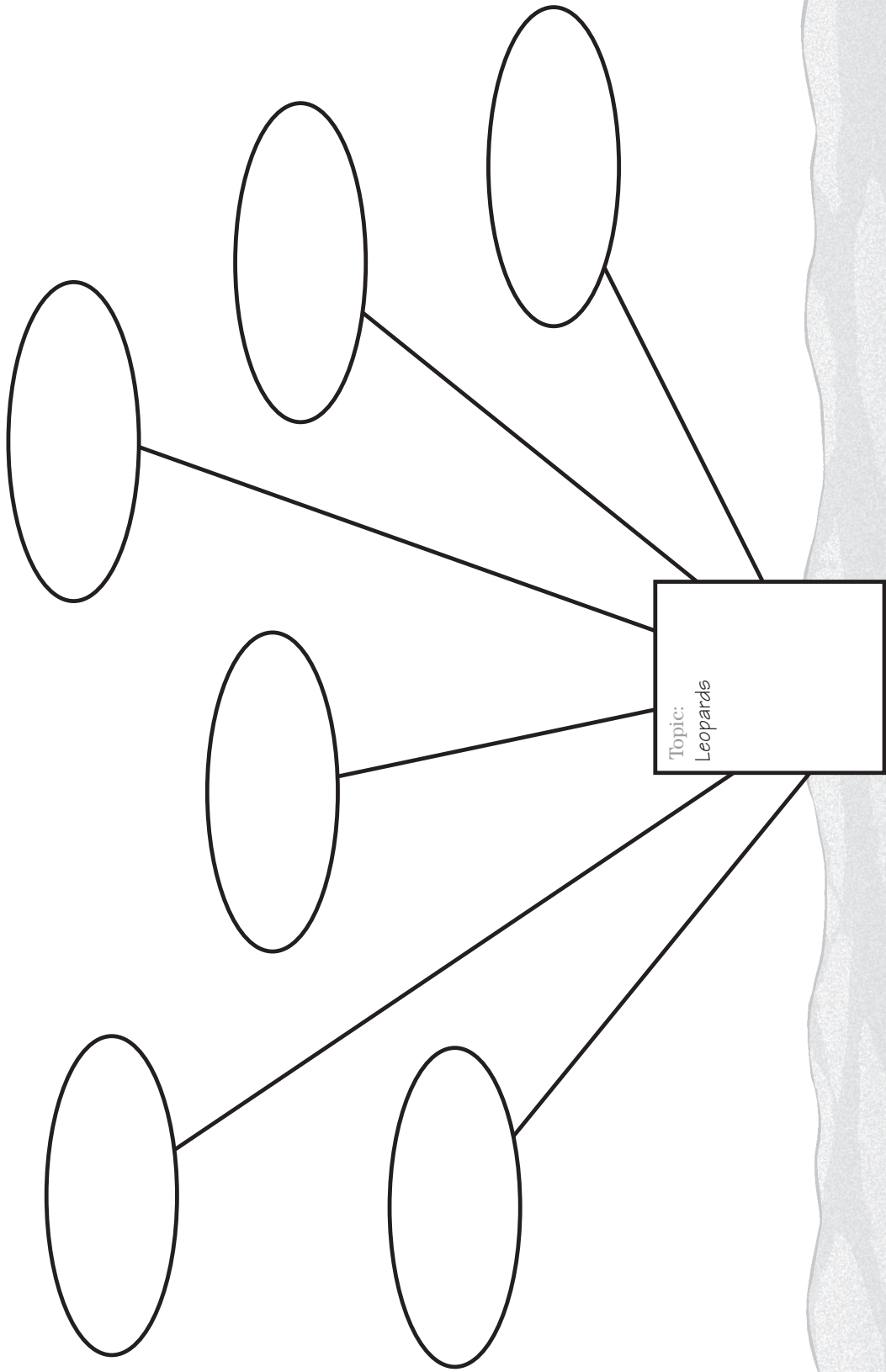
for being a good friend
and protector of the
animals in Samburu
Wildlife Reserve.





Title: Leopards

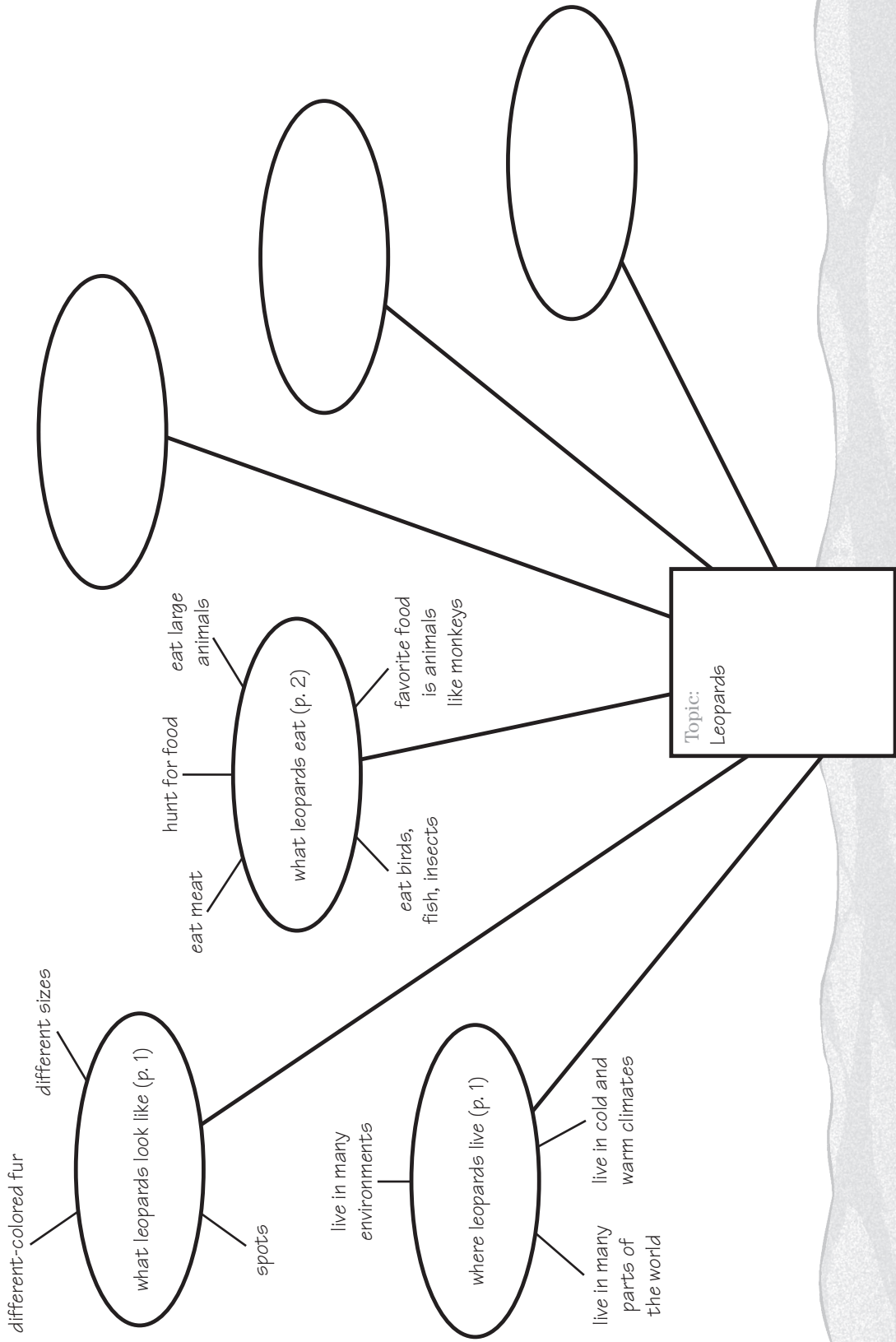
Idea Tree





Title: Leopards

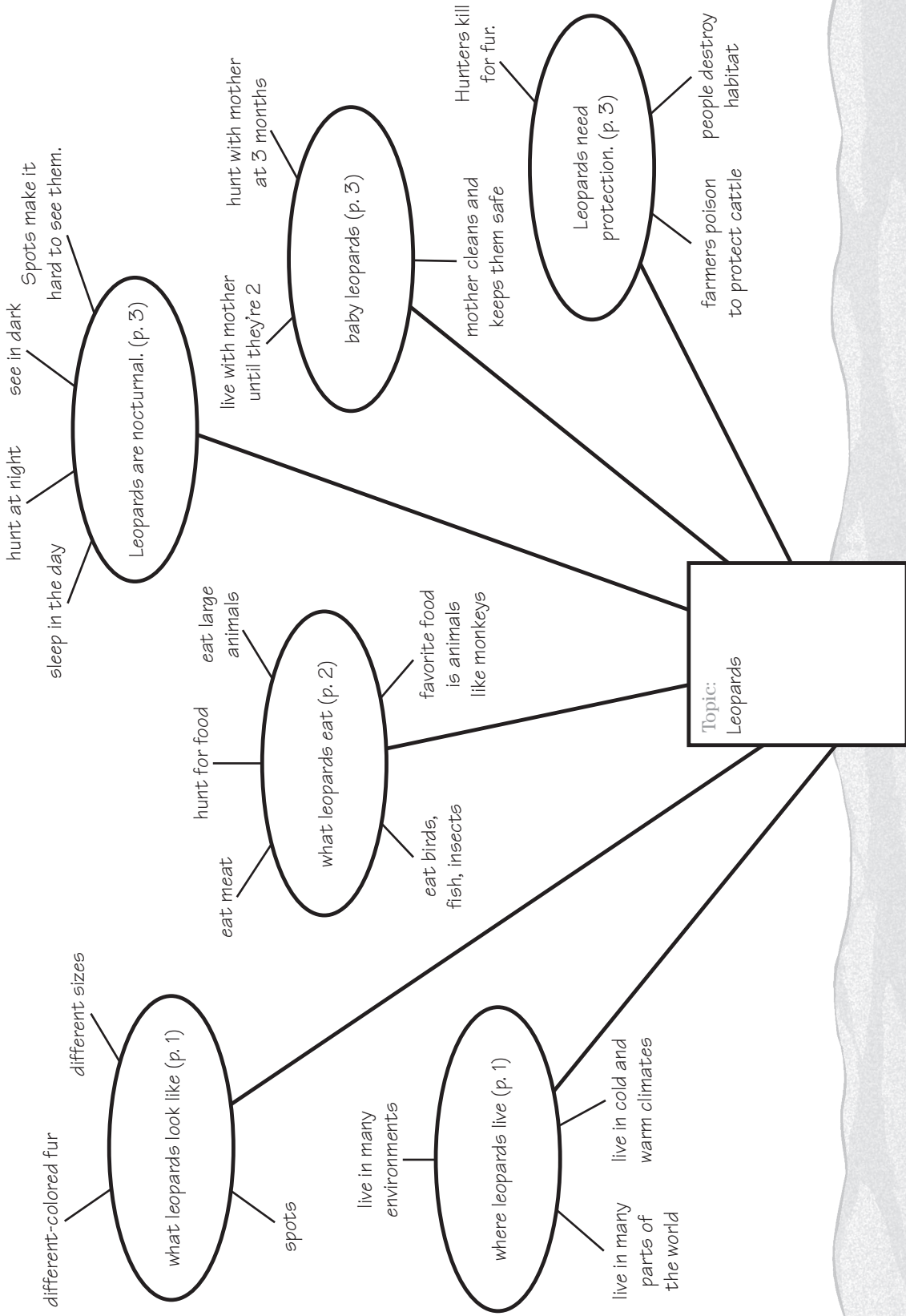
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Title: Leopards

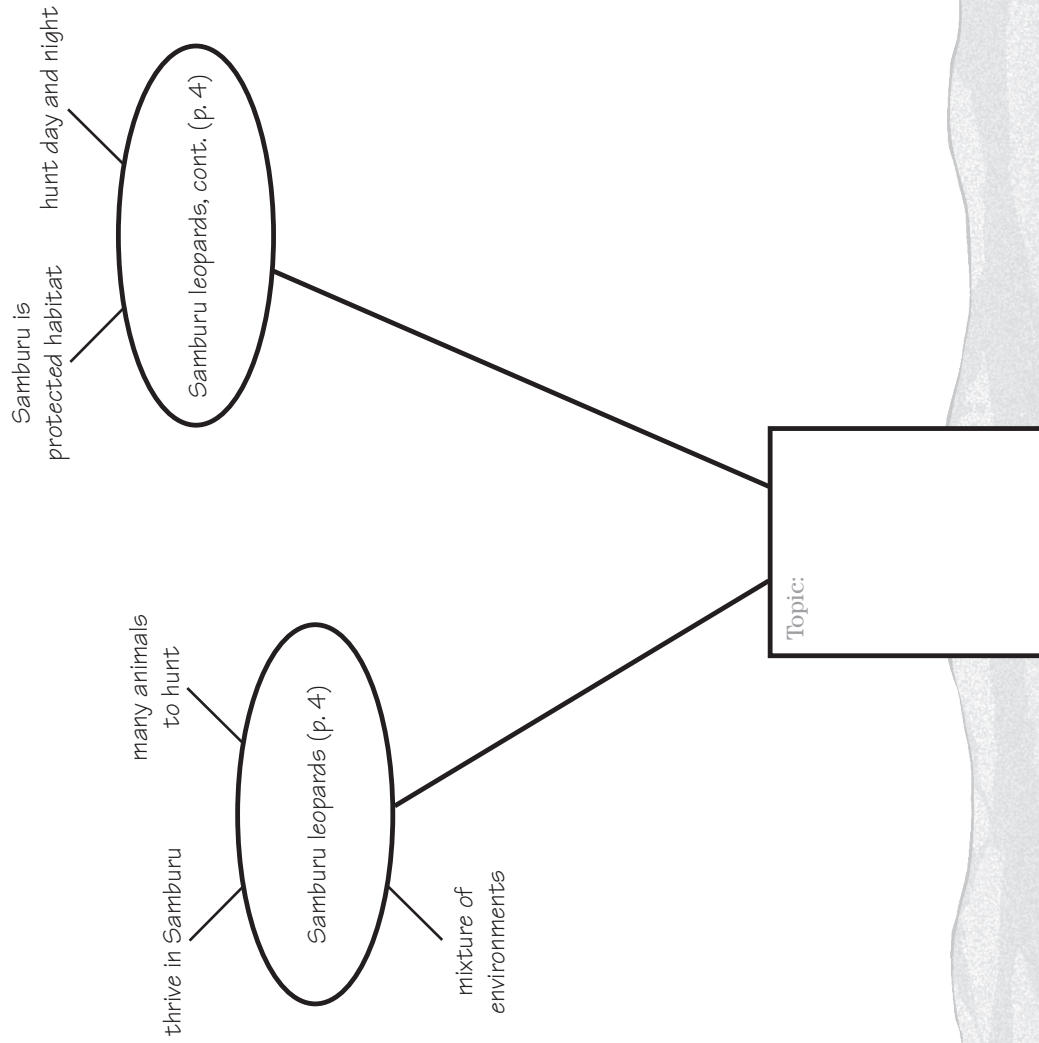
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Title: Leopards, cont.

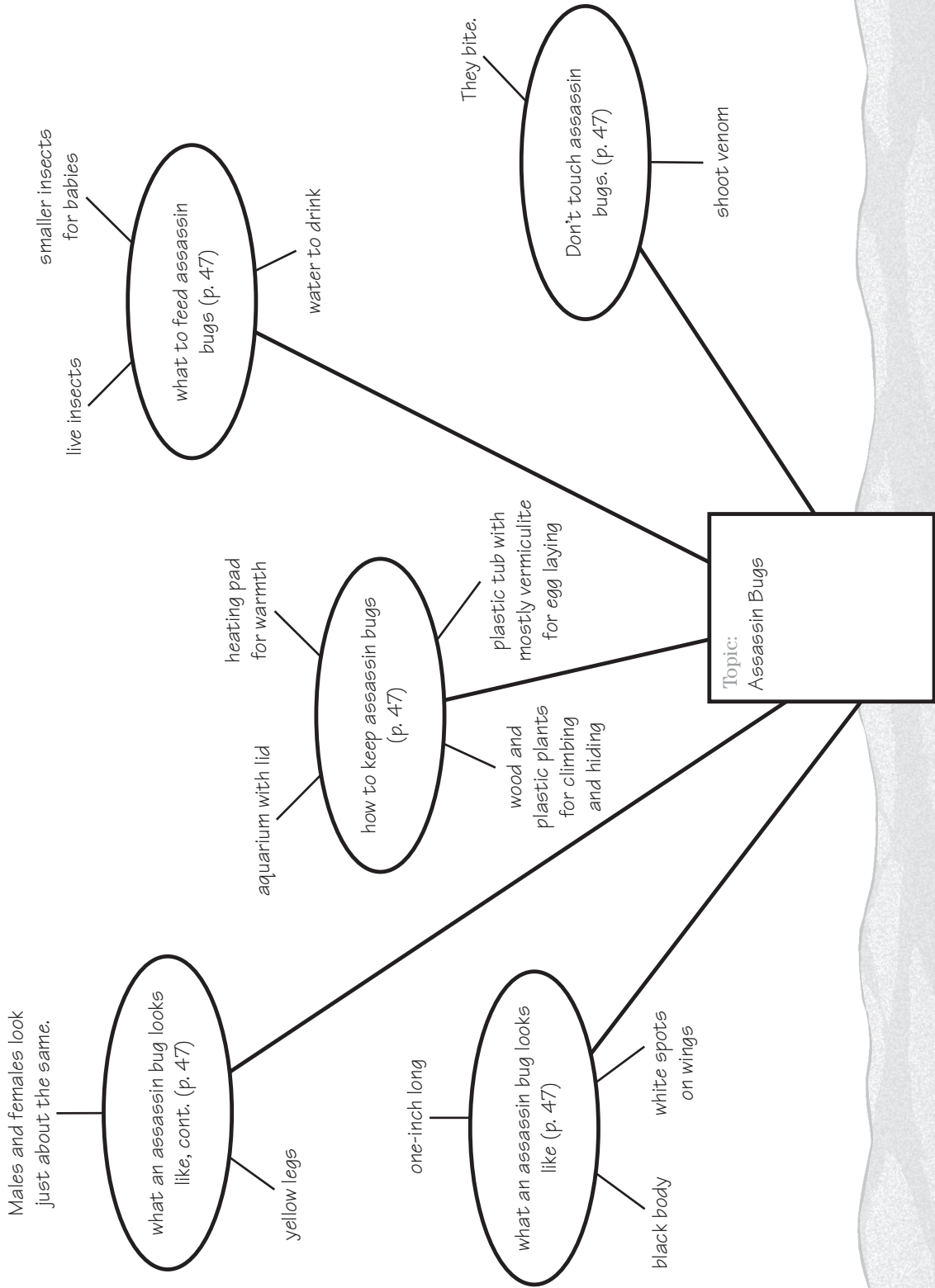
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Title: There's a Wild Thing in My Bedroom!

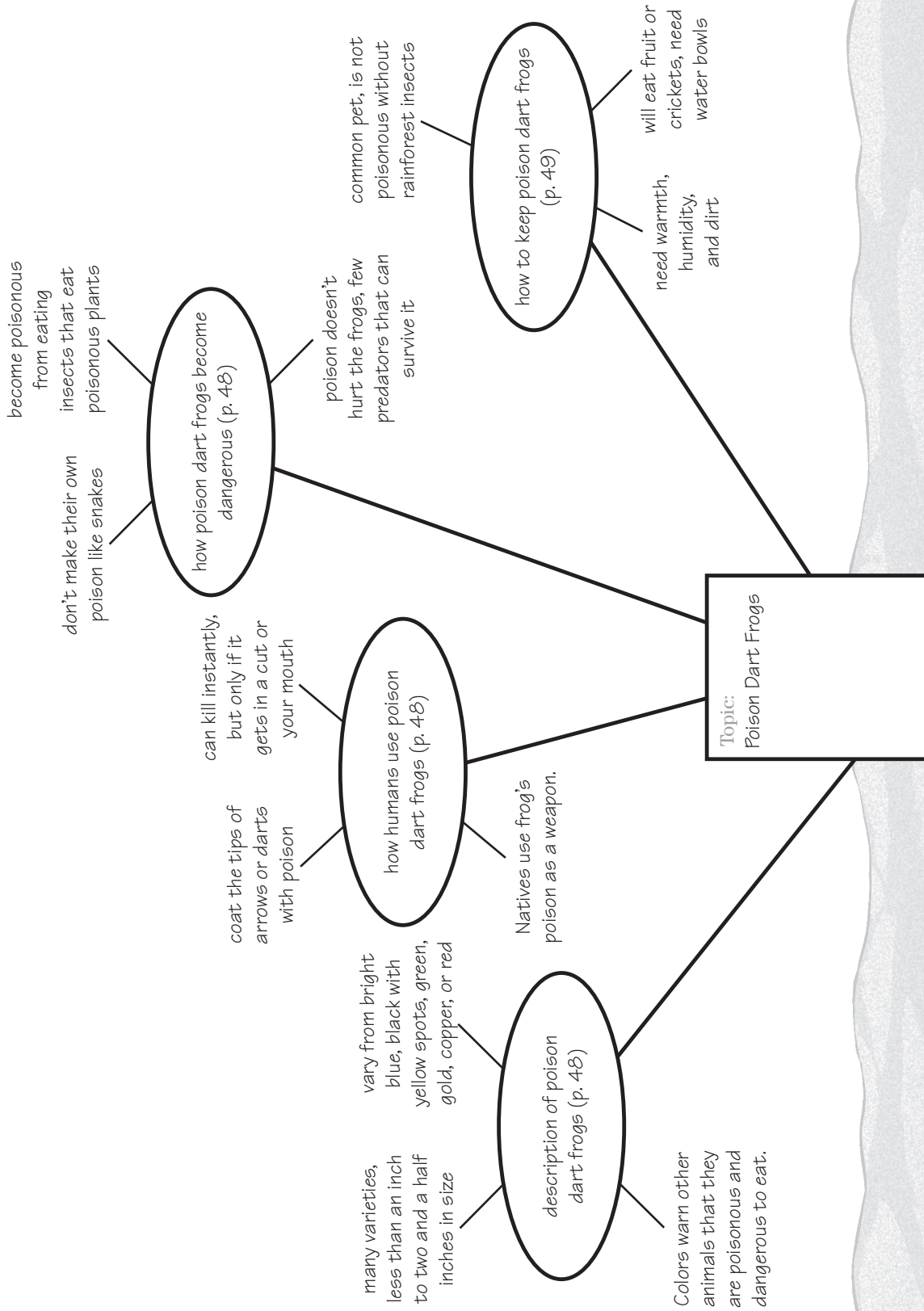
Idea Tree





Title: Dangerous Beauty: the Poison Dart Frog

Idea Tree



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 3 / *Summarizing Saves the Animals: Samburu*

English Language Arts Standards: *Reading: Informational Text*

Key Ideas and Details

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

INFORMATIONAL (6 DAY)

Sports and Games You Might Not Know

Written by Terrence Parker

Illustrated by James Bravo

The Savvy Reader—Summarizing, A Collection of Readings, pages 53–72

Success for All Foundation, 2011

Summary

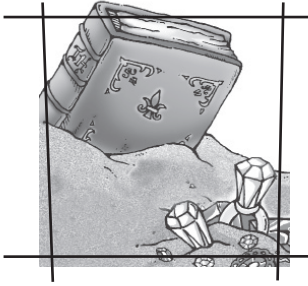
You may have heard of basketball, baseball, checkers, and chess. You may have even played these sports and games. But have you ever heard of footbag, takraw, go, or mahjong? There are many interesting sports and games from all over the world. Let's learn about a few of them. Let's learn how different people stay fit and active and pass the time.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Summarizing (SU)	Compound words	Write a descriptive paragraph.
	Students will determine the information to include in a summary.	Students will pronounce and define compound words by separating and reading each component word.	Students will invent sports or games of their own and then write descriptive paragraphs about them.
CYCLE 2	Summarizing (SU)	Synonyms	Write a set of rules.
	Students will summarize sections of the text using main ideas and supporting details.	Students will use synonyms to improve their understanding of words.	Students will write sets of rules for the sports or games they invented last cycle.

CYCLE 1**Instructional Objectives**

	Reading	Word Power	Writing
	Summarizing (SU)	Compound words	Write a descriptive paragraph.
CYCLE 1	Students will determine the information to include in a summary.	Students will pronounce and define compound words by separating and reading each component word.	Students will invent sports or games of their own and then write descriptive paragraphs about them.

**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 *Sports and Games You Might Not Know* by Terrence Parker. 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 book. I can do a few things to figure out the topic of a book. First, I can read the title. *Sports and Games You Might Not Know*. It sounds like the book will be about sports and games that might be uncommon or played in other parts of the world. I know that the sports we watch here in the United States aren't played everywhere in the world. People in other parts of the world must play different sports. They probably have different games they play too. I can also look at the front cover and flip through the pages of the book to see if I find any more clues about the topic. Page through the book. I see a lot of pictures and illustrations of different kinds of sporting equipment that look unusual. I see pictures and illustrations of board games that look different. I think the topic of the book is unusual sports and games.

- Use the items below to build or activate background knowledge about the topic.
 - Use **Team Huddle** to have students discuss sports and games they might be familiar with that are popular in different parts of the United States and world. Use **Random Reporter** to select students to share.
 - Use **Think-Pair-Share** to have students discuss why they think some sports, such as soccer, baseball, and hockey, are popular in many countries around the world. Randomly select a few students to share.
 - Share a few interesting or important facts about sports and games with students. For example, many sports began as competitions between whole towns or kingdoms to prove which town or kingdom was better. Many sports were played to replace deadly wars and battles between tribes or kingdoms.
- 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 book, 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 book or what he wants us to learn from reading the it. When I looked through the pages of *Sports and Games You Might Not Know*, I saw a lot of headings and pictures about different sports and games. There are several kinds of

sports. Some use one ball, while others use many balls. Some have special equipment for hitting or throwing the ball. I think the author’s intent is to tell me about different sports and games we can play. When we read, we should look for information that tells us about these sports and games.

- 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. I 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 book, 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-19
Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
compete page 56	chunk: com-pete	play against someone else, try to win	The two best spellers will <i>compete</i> to see who spells the best tomorrow at the spelling bee.
object page 56	chunk: ob-ject	main goal, aim	The <i>object</i> of this test is to see how much you've learned.
opposing page 58	base word + ending: oppos(e) + ing	on the other side, rival	Joe looked across the field at the <i>opposing</i> players and knew it would be a tough game.
teammates page 58	compound word: team + mates	others on your team	Martina's <i>teammates</i> play so well together that they almost always win.
smash page 60	blend	ram, bang into	The slippery ice made the car slide on the road and then <i>smash</i> into the hedges, but no one was hurt.
constantly page 60	base word + ending: constant + ly	nonstop	I really like my teachers, so I <i>constantly</i> pay attention in class.
enables page 62	base word + ending: enable + s	makes possible, allows	Being tiny <i>enables</i> mice to crawl through little cracks in the floor.
motion page 62	chunk: mo-tion	movement	The teacher made a <i>motion</i> to tell me to come in.

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 texts.

- Use **Think-Pair-Share** to have students discuss with their partners one activity they participated in 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 participated in yesterday.

- Distribute the Summarizing Strategy Cards, and review the steps for summarizing informational texts.
- Have students look at steps 1 and 2 again. Use **Think-Pair-Share** to have them identify a tool they use whenever they read an informational text that helps them find important information and supporting details. *The idea tree.*
- Display a blank idea tree. If necessary, briefly review where students record main ideas and supporting details.
- Remind students that they write the main idea and *all* details that support the main idea on their idea trees. Point out that according to the Summarizing Strategy Card, a summary includes important information and leaves out less-important details. Tell students that this means they will not necessarily include all the information from their idea trees in their summaries. Explain that they will need to decide which information from their idea trees they will include in a summary.
- Display and read the following passage.

Blackline master provided.

Work it out!

There are many ways to stay active. Exercising is one. There are ways to exercise your brain. There are ways to exercise your arms and legs. There are ways to exercise your heart. Exercise for your heart is called cardiovascular exercise. Running, swimming, and bicycling are all cardiovascular exercises.

Some think this is the best kind of exercise. When you exercise this way, your heart beats faster for long periods of time. This pushes more blood through your whole body. It makes your entire body healthier.

- 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 exercise. I'll write that as my main idea on my idea tree. Write "exercise" on the idea tree. **I'll check my main idea by finding supporting details.** Reread the text. **I read about exercising your brain.** Write "ways to exercise your brain." **I read about exercising your arms and legs.** Write "ways to exercise your arms and legs." **I read about cardiovascular exercise.** Write "Cardiovascular exercise works your heart," on the idea tree. **I read about different types of cardiovascular exercise.** Write "Running, swimming, and bicycling are all cardiovascular exercises," on the idea tree. **I read about how cardiovascular exercise works.** Write "Cardiovascular exercise makes your heart beat faster," and "It pushes blood all through your body," on the idea tree. **These details support my main idea.**

- 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 need to decide which information is important enough to include in a summary. Circle the ideas as you decide to include them. My main idea is exercise. That's important, so I'll include it. I think the idea of cardiovascular exercise is important, so I'll include that. The types of cardiovascular exercise are important, too, so I'll include those details. How cardiovascular exercise helps you is important, so I'll include that too. Do I need to include the details describing brain exercises? That information is interesting, but it doesn't seem as important as the other details. I will not include it in my summary.

- 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 55 aloud. When finished, use a **Think Aloud** to model identifying the main idea. Put this information on the blank idea tree.

A Collection of Readings,
page 55

Have You Ever Heard of...

You probably know of baseball and football. You've probably seen a basketball game. You're probably familiar with checkers, bingo, or even tic-tac-toe. These are popular sports and games here in the United States and across the world.

But there are some sports and games you might not have heard of. For example, have you ever heard of curling, cricket, or jai alai? How about mahjong, pachisi, or halma? These are sports and games that are popular in certain places across the world. Learning about interesting and unique games is fun. Not only do you learn different sports and games you can play, but you also learn about how different people all over the world entertain themselves. You learn how they keep their minds and bodies active and fit. Let's explore sports and games, some of which are unique, that you might not know.

What is this passage mostly about? It's mostly about sports and games. I'll write that as my main idea on my idea tree. Write "sports and games" 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.

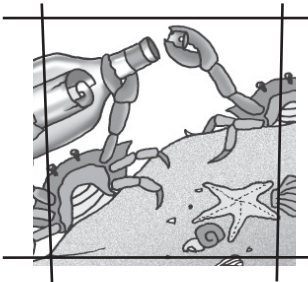
Student Edition, page S-20

Team Talk

1. Which of the following is the most-important idea on page 56? |SU|
 - a. Canadians play a lot of hockey.
 - b. One curler shouts directions at teammates.
 - c. Curling is a sport played on ice.
 - d. Curling is one of the most popular winter Olympic sports.

Tell why you chose the answer you did. (Write-On)
2. How is the playing surface for bocce different from the one for curling? |CC|
3. What must happen for a player to score in cricket? |CE|
4. Why do you think the author includes a picture of a cricket bat and ball on page 58? |DC • TF|

- 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 56–58 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. Which of the following is the most-important idea on page 56? |SU|

- a. Canadians play a lot of hockey.
- b. One curler shouts directions at teammates.
- c. *Curling is a sport played on ice.*
- d. Curling is one of the most popular winter Olympic sports.

Tell why you chose the answer you did. (Write-On)

100 points = *I chose choice c because it tells the main idea of the page.*

The page is about curling. The word curling is repeated a lot. The heading mentions that it's played on ice, and the answer has the word ice in it.

90 points = *I chose choice c because it tells the main idea of the page. The page is about curling. The word curling is repeated a lot. 80 points* = *It tells the main idea of the page. The page is about curling.*

2. How is the playing surface for bocce different from the one for curling? |CC|

100 points = *The playing surface for bocce is different from the one for curling because bocce is played on a strip of dirt or grass. Curling is played on the ice. 90 points* = *The playing surface for bocce is different from the one for curling because bocce is played on a strip of dirt or grass instead of ice. 80 points* = *Bocce is played on dirt or grass.*

3. What must happen for a player to score in cricket? |CE|

100 points = *To score, a player must hit the ball far enough away that he has time to run to the far side of the clay strip and back. 90 points* = *To score, a player must hit the ball far enough away that he has time to run. 80 points* = *A player must hit the ball far enough away that he has time to run.*

4. Why do you think the author includes a picture of a cricket bat and ball on page 58? |DC • TF|

100 points = *I think the author includes a picture of a cricket bat and ball on page 58 to show me what they look like. I think the author also wants me to see how they are different from baseball bats and balls. The author says that cricket is similar to baseball, but it is also very different.*

90 points = *I think the author includes a picture of a cricket bat and ball on page 58 to show me what they look like. I think the author also wants me to see how they are different from baseball bats and balls. 80 points* = *He wants to show me what they look like and how they are different from baseball bats and balls.*

- If some teams finish ahead of others, have them work on their graphic organizers.

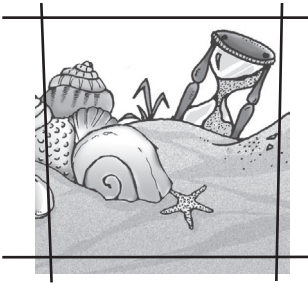
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

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.



<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>Curling is one of the most popular Winter Olympic sports to watch. Do you think it seems fun? Why or why not?</p> <p>Can you think of any games you have played that are similar to bocce? What are they, and how do you play them?</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 skill question 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 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.

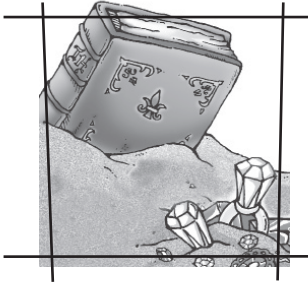
Page 56 (paragraph 2)

- 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.

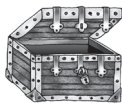
Set the Stage

- 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.

How are bocce and curling different?

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 a few unusual sports. We read about an ice sport called curling. We also learned about bocce and cricket.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 59 aloud. When finished, use a **Think Aloud** to model identifying the main idea. Put this information on the blank idea tree.



A Collection of Readings,
page 59

The Sport of Kings

Let's stay in England for awhile. There's a polo match going on. Polo is a game played with horses. Polo was once called the Sport of Kings because it was thought that only kings could afford enough horses to have a polo team.

Here's how polo works. It is a team sport. There are two teams. Each team has four players. Each player rides a horse and carries a long, wooden stick. This stick is called a mallet. There is one ball. It is made of wood or hard plastic. Each team tries to knock the ball into the opposing goal with their mallets. They ride their horses back and forth, back and forth, over the field. It is very fast paced and very exciting. When the game ends, the team with the most scores wins.

No one knows exactly when or where people started playing polo. Experts think it came from Asia. It may have begun as a way to train cavalry, or soldiers who ride horses. Now it's played mostly in English-speaking countries, a few South American countries, and India. The enjoyment of polo has led to the creation of other similar sports such as water polo, canoe polo, and elephant polo.

What is this passage mostly about? It's mostly about polo. I'll write that as my main idea on my idea tree. Write "polo" on the idea tree.

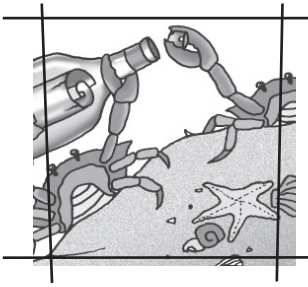
- Tell students that you will use the information on the idea tree to write a summary of the section when you reread the text on day 4.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #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-20**Team Talk**

1. Which of the following is the most-important idea on page 60? |SU|
 - a. Rugby is a rough and tough English sport.
 - b. You can run with a rugby ball in your hands.
 - c. Rugby players don't wear pads.
 - d. It's an action packed sport.Tell why you chose the answer you did. (Write-On)
2. Why is the takraw ball so light? |CE|
 - a. It is full of helium.
 - b. It is smaller than a volleyball.
 - c. It is made of woven reeds.
 - d. It is meant to hit hard.
3. Use sequence words to describe how to play jai alai. |SQ|
4. Is the statement "The object of [footbag] is to get a hack," a fact or an opinion? How can you tell? |FO|



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 60–63 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. Which of the following is the most-important idea on page 60? |SU|
 - a. Rugby is a rough and tough English sport.
 - b. You can run with a rugby ball in your hands.
 - c. Rugby players don't wear pads.
 - d. It's an action packed sport.

Tell why you chose the answer you did. (Write-On)

100 points = I chose choice a because it tells the main idea of the section. The section is mostly about rugby. The word rugby is repeated on the page. I learn about the sport of rugby. **90 points** = I chose choice a because it tells the main idea of the section. The word rugby is repeated a lot. **80 points** = It tells the main idea. Rugby is repeated a lot.

Team Talk *continued*

2. Why is the takraw ball so light? |CE|

- a. It is full of helium.
- b. It is smaller than a volleyball.
- c. *It is made of woven reeds.*
- d. It is meant to hit hard.

3. Use sequence words to describe how to play jai alai. |SQ|

100 points = *First, one player throws the ball with the cesta. Then, the ball may bounce off a wall or the floor. Next, the opposing player tries to catch the ball with his or her cesta. Then, he or she must throw the ball back as soon as it's caught.* **90 points** = *First, one player throws the ball with the cesta and bounces it off a wall or the floor. Next, the opposing player tries to catch the ball and throw it back.* **80 points** = *First, one player throws the ball with the cesta. Next, the opposing player tries to catch it and throw it back.*

4. Is the statement “The object of [footbag] is to get a hack,” a fact or an opinion? How can you tell? |FO|

100 points = *The statement “The object of [footbag] is to get a hack,” is a fact. I can tell because it is something you can prove. You can read about the game and see that the object is for everyone playing to touch the footbag. When everyone touches it, you get a hack.* **90 points** = *The statement “The object of [footbag] is to get a hack,” is a fact. I can tell because it is something you can prove by reading about the game.* **80 points** = *It is a fact. You can prove it.*

- 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

- 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

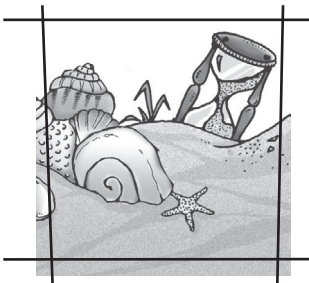
Do you think rugby sounds like a violent and dangerous sport? Why or why not?

Do you think rugby is a sport that young people your age should be allowed to play? Why or why not?

- 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

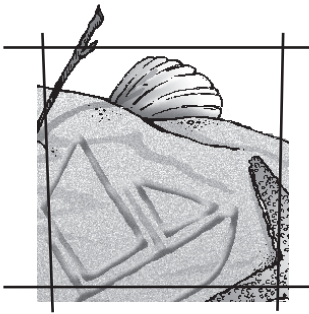
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-19

Page 60 (paragraphs 2 and 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.

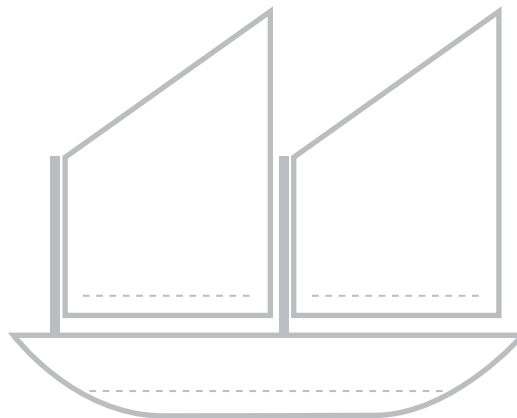


WORD POWER **TP**

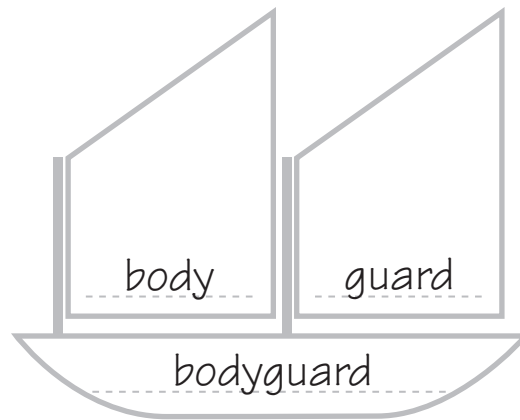
Timing Goal: 10 minutes

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

Blackline master provided.



- 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.*
- Write “bodyguard” 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 what goes onto each sail. Randomly select a few students to share. Write each word on a sail. *The word body goes on the first sail, and the word guard goes on the second sail.*



- Use the sails to read the word, and have students say the word with you.
- Use **Think-Pair-Share** to have students identify the meaning of the compound word based on the two words that make it. *A bodyguard is a guard for your body, someone who protects you from harm.*
- Review the Word Treasure (skill).

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.

- Tell students that Captain Read More has found a compound word in their vocabulary list. 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, page S-20

Skill Practice

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

1. snowflake *snow + flake; a flake, or small piece, of snow*
2. barefoot *bare + foot; nothing on your feet, not wearing shoes or socks*

Building Meaning			
compete	object	opposing	teammates
smash	constantly	enables	motion

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.*

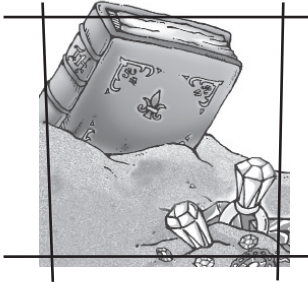
4. Choose the word that best fits in the blank.

Juan aimed carefully because he knew the object of the game was to hit the mark, not just get near it.



- 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.

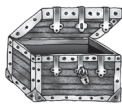
Set the Stage



- 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 does being made from woven reeds affect the takraw ball?

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 more unusual sports. We read about polo, which is played on horseback. We read about rough-and-tumble rugby. We read about takraw. We read about the speedy game of jai alai. And we read about footbag.

- 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 55 aloud. Remind students that on day 1, you identified the main idea from the page and put it on the idea tree. Identify supporting details, and add them to your idea tree as you reread. For example, there are sports and games I haven't heard of.

A Collection of Readings,
page 55

Have You Ever Heard of...

You probably know of baseball and football. You've probably seen a basketball game. You're probably familiar with checkers, bingo, or even tic-tac-toe. These are popular sports and games here in the United States and across the world.

But there are some sports and games you might not have heard of. For example, have you ever heard of curling, cricket, or jai alai? How about mahjong, pachisi, or halma? These are sports and games that are popular in certain places across the world. Learning about interesting and unique games is fun. Not only do you learn different sports and games you can play, but you also learn about how different people all over the world entertain themselves. You learn how they keep their minds and bodies active and fit. Let's explore sports and games, some of which are unique, that you might not know.

When we read this section the first time, I recorded the main idea, sports and games, on the idea tree. 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 need to decide which information is important enough to include in a summary. Circle the ideas as you decide to include them. **My main idea is sports and games. That's important, so I'll include it. I think the idea that there are sports and games I haven't heard of is important, so I'll include those details. I think the reason we should learn about interesting sports and games is important, so I'll include that. Do I need to include the details that describe sports and games I already know? That information is interesting, but it doesn't seem as important as the other details. I will not include it in my summary.**

- Share an example of a summary that is based on the information you circled on the idea tree. For example:

Sports and games are popular all over the world. In other places, there are sports and games that I have never heard of. Learning about different sports helps you learn about people.

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-21

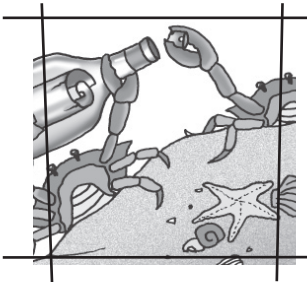
Team Talk

1. Why do curling players brush the ice in front of the sliding stone with brooms? |CE|
2. The main idea of page 56 was that curling is a sport played on ice. Which of the following is not an important detail about curling? |SU|
 - a. There are four players on a curling team.
 - b. Curlers brush the ice with brooms to help the stone glide to a circle.
 - c. The team with the most stones in the middle of the circle wins.
 - d. Curling is strange but fun to play.

Use the important details from the choices to write a summary about the section. (Write-On)

Team Talk *continued*

3. According to the text, where are you likely to find people playing bocce in the United States?
 - a. in Italian neighborhoods in cities
 - b. in Egyptian neighborhoods in cities
 - c. in neighborhoods once occupied by Romans
 - d. in any location with a strip of grass or dirt
4. Tell at least one way that cricket is played differently from baseball. |CC|

**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 56–58 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. Why do curling players brush the ice in front of the sliding stone with brooms? |CE|

100 points = *Curling players brush the ice in front of the sliding stone with brooms to help the stone go farther on the ice. They can also change the direction of the stone this way.* **90 points** = *Curling players brush the ice in front of the stone to help the stone go farther or change direction.* **80 points** = *It helps the stone go farther or change direction.*

2. The main idea of page 56 was that curling is a sport played on ice. Which of the following is not an important detail about curling? |SU|
- There are four players on a curling team.
 - Curlers brush the ice with brooms to help the stone glide to a circle.
 - The team with the most stones in the middle of the circle wins.
 - Curling is strange but fun to play.*

Use the important details from the choices to write a summary about the section. (Write-On)

100 points = *Curling is a sport played on ice. There are four people on a team. They brush the ice with brooms to help a stone glide into a circle on the ice. The team with the most stones in the circle win the game.* **90 points** = *Curling is a team sport played on ice. Teams use brooms to help a stone glide into a circle. The team with the most stones in the circle wins.* **80 points** = *Curling is played on ice. You try to get the most stones into a circle to win.*

3. According to the text, where are you likely to find people playing bocce in the United States?
- in Italian neighborhoods in cities*
 - in Egyptian neighborhoods in cities
 - in neighborhoods once occupied by Romans
 - in any location with a strip of grass or dirt

4. Tell at least one way that cricket is played differently from baseball. |CC|

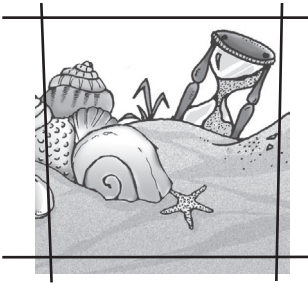
100 points = *One way cricket is played differently from baseball is that players score by running between two sets of wickets. They do not run once around bases on the field. They can run back and forth until they are tagged out.* **90 points** = *One way cricket is played differently from baseball is that players score by running between two sets of wickets instead of running once around bases.* **80 points** = *Players score by running between two sets of wickets instead of running once around bases.*

- 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**

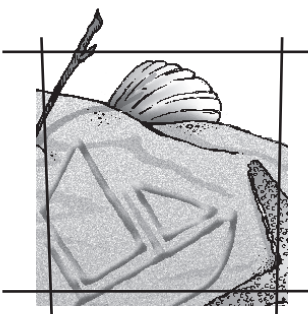
Timing Goal: 5 minutes

- 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 these on the board.

Student Edition, page S-19

Page 60 (paragraphs 2 and 3) or 58 (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.



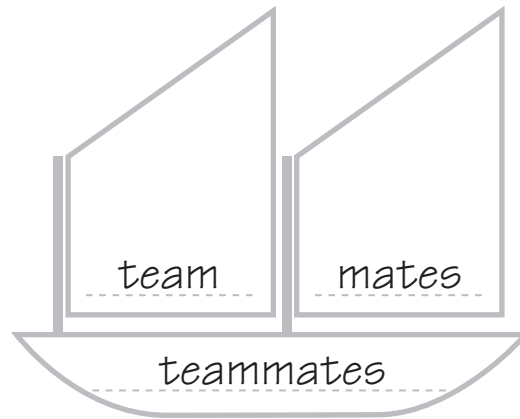
WORD POWER **TP**

Timing Goal: 10 minutes

- 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 big sails).
- 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 to question them about the two words that make up the word. Randomly select a few students to share, and record their answers on the boat /teammates = team + mates/.

tps

- Use **Think-Pair-Share** to have students define the compound word. Randomly select a few students to share. *Teammates are the people or friends who play on the same side as you.*



- 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**

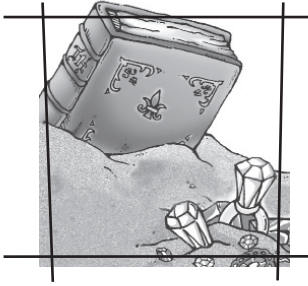
Student Edition, page S-21

Skill Practice			
Write each compound word in your journal. Then write the two words that make up each compound word. Define each word. Draw a sailboat if you need help.			
1. rattlesnake <i>rattle + snake; a snake with a rattle on its tail</i>			
2. sunlight <i>sun + light; light from the sun, natural light</i>			
Building Meaning			
compete	object	opposing	teammates
smash	constantly	enables	motion
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. With one quick <u>motion</u> of his hand, the magician made the rabbit disappear. <i>Motion</i> means— <ol style="list-style-type: none"> a. sparkle. b. handshake. c. glove. d. movement. 			



- 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 4****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

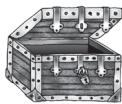
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 do curlers use brooms?

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 reread and learned more details about some unusual sports. Curling is played on ice. One player throws a granite stone so it glides on the ice. The other players brush the ice with brooms while one shouts directions. They try to get the stone in the center of a circle. Bocce is like bowling in the dirt. You try to roll a ball as close to a white ball as you can. You can knock other players' balls out of the way to try to win. The game is popular in Italy and in Italian neighborhoods. Cricket is a little like baseball because it has bats and pitchers. But pitchers try to knock over wickets, while batters try to hit the ball. When they do hit the ball, the batters run between the wickets to score runs. The game can last for days.

- 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 59 aloud. Remind students that on day 2, you identified the main idea from the page and put it on the idea tree. Identify supporting details, and add them to your idea tree as you reread. For example, polo is played while riding horses.

A Collection of Readings,
page 59

The Sport of Kings

Let's stay in England for awhile. There's a polo match going on. Polo is a game played with horses. Polo was once called the Sport of Kings because it was thought that only kings could afford enough horses to have a polo team.

Here's how polo works. It is a team sport. There are two teams. Each team has four players. Each player rides a horse and carries a long, wooden stick. This stick is called a mallet. There is one ball. It is made of wood or hard plastic. Each team tries to knock the ball into the opposing goal with their mallets. They ride their horses back and forth, back and forth, over the field. It is very fast paced and very exciting. When the game ends, the team with the most scores wins.

(continued on next page)

No one knows exactly when or where people started playing polo. Experts think it came from Asia. It may have begun as a way to train cavalry, or soldiers who ride horses. Now it's played mostly in English-speaking countries, a few South American countries, and India. The enjoyment of polo has led to the creation of other similar sports such as water polo, canoe polo, and elephant polo.

When we read this section the first time, I recorded the main idea, polo, on the idea tree. 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 need to decide which information is important enough to include in a summary. Circle the ideas as you decide to include them. My main idea is polo. That's important, so I'll include it. I think how it's played, the equipment that's used, the object of the game, and what it's like to watch are all important. In fact, all of my details are important, so I'll include them all in my summary.

- Share an example of a summary that is based on the information you circled on the idea tree. For example:

Polo is a game that is played on horseback. Players use mallets to try to hit the ball as they ride by on their horses. They try to knock the ball into a goal. Polo is fast paced and exciting to watch.

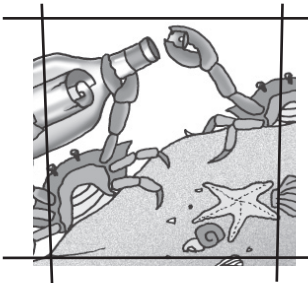
Preview Team Talk

- 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.

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Team Talk

1. How can you tell that rugby can be a dangerous game? |DC|
2. How is takraw similar to volleyball? How is it different? |CC|
3. Why do jai alai players want their opponents to miss or drop the ball? |CE|
4. Use information from your idea tree to write a summary of this cycle of *Sports and Games You Might Not Know*. (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 60–63 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. How can you tell that rugby can be a dangerous game? |DC|

100 points = *I can tell that rugby can be a dangerous game because players often get hurt. The text says many players have missing teeth, broken bones, and bruises.* **90 points** = *I can tell that rugby can be a dangerous game because players often get hurt.* **80 points** = *Rugby players often get hurt..*

Team Talk *continued*

2. How is takraw similar to volleyball? How is it different? |CCI|

100 points = Takraw is similar to volleyball because players have to get the ball over a net. When the ball hits the ground on the opposing team's side, it counts as a score. It is different from volleyball because players cannot use their hands in takraw. They have to kick the ball or use other parts of their bodies. You can use your hands in volleyball. **90 points** = Takraw is similar to volleyball because players have to get the ball over a net. Players score when the ball hits the ground. It is different from volleyball because players cannot use their hands in takraw. **80 points** = Players have to get the ball over a net. They can't use their hands.

3. Why do jai alai players want their opponents to miss or drop the ball? |CEI|

100 points = Jai alai players want their opponents to miss or drop the ball because then they will score points. If a player can't catch and return the ball, the other player scores. **90 points** = Jai alai players want their opponents to miss or drop the ball because then they will score. **80 points** = They will score if the opponents drop or miss it.

4. Use information from your idea tree to write a summary of this cycle of *Sports and Games You Might Not Know*. (Write-On) |SU|

100 points = There are many sports that are popular in other parts of the world. Curling is a popular sport played on ice in Canada and other countries with cold winters. Bocce is a lawn-bowling game from Italy that is played in many places around the world. Cricket is popular in England and is similar to baseball. Polo is played on horseback. Rugby is a tough sport that is similar to American football, but players do not wear pads. Takraw is a Vietnamese sport like volleyball, but you play it with your feet. Jai alai is a fast sport from Spain that is similar to tennis. Footbag is a fun sport that anyone can play, and it is not extremely competitive. **90 points** = There are many sports that are popular in other parts of the world. Curling is a popular sport played on ice. Bocce is a lawn-bowling game from Italy. Cricket is similar to baseball. Polo is played on horseback. Rugby is a tough sport that is similar to American football. Takraw is a Vietnamese sport like volleyball. Jai alai is similar to tennis. Footbag is a fun sport anyone can play. **80 points** = There are many sports that are popular in other parts of the world. Curling is played on ice. Bocce is a lawn-bowling game. Cricket is similar to baseball. Polo is played on horseback. Rugby is similar to American football. Takraw is like volleyball. Jai alai is like tennis. Footbag is a fun sport.

- 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

- 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

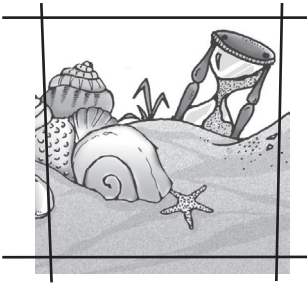
Of all the sports you read about this cycle, which seems like the most fun to play? Why?

Where do you think you could go to learn more about these sports or to find out if there are teams in your area?

- Award team celebration points.
- Allow students time to discuss their summaries.
- Use **Random Reporter** to select students to share their summaries.

Write-On Discussion

- 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**

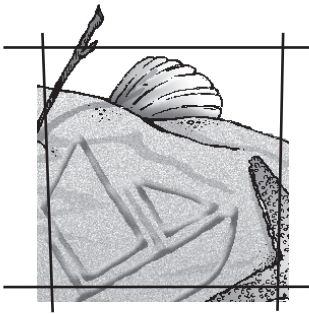
Timing Goal: 5 minutes

- 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.

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Page 60 (paragraphs 2 and 3), 58 (paragraph 2), or 62 (paragraphs 1 and 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

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (compound words).
- 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 students wanted to play kickball at lunchtime, so they asked the gym teacher for a large rubber ball.

Leslie enjoyed sitting in a comfortable armchair and reading on rainy days.



- Use **Random Reporter** to choose students to read each sentence orally, concentrating on the underlined words. Tell students to break down each compound word and define it. Kickball = kick + ball, *a game where you kick a ball*; armchair = arm + chair, *a chair with arms*.
- 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**

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Skill Practice

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

1. sunrise *sun + rise; the rising of the sun, when the sun comes up*
2. firefly *fire + fly; a fly or bug that lights up*

Building Meaning			
compete	object	opposing	teammates
smash	constantly	enables	motion

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

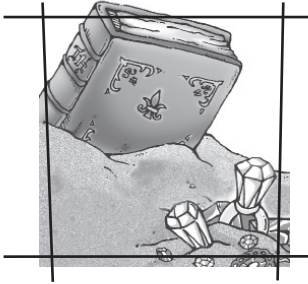
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

To knock down the building, they will smash a wrecking ball into its walls.

- 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 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.

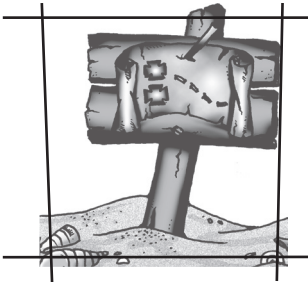
Today you will read about Gaelic football. This is another unusual sport.

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

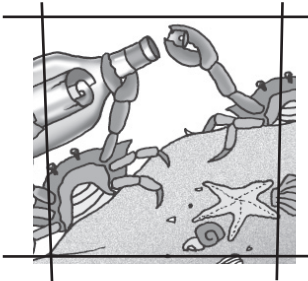
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they 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.

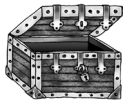
Team Discussion **TP**

- 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.

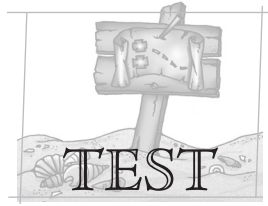


Class Discussion TP

- 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.

A Little Bit of Everything

Gaelic (gay-lick) football is one of the most popular sports played in Ireland. The game has been played for hundreds of years. Every county in Ireland has a team. A county is like a state. The game is also popular where the Irish have settled around the world.

There are fifteen players on a team. They play with a ball that is a little smaller than a soccer ball. A player can carry the ball for four steps. Then he or she has to bounce it like a basketball or kick it back into his or her own hands before running some more. A player can also pass the ball or kick it to teammates. Players score goals by kicking the ball into a net. They can also score points by kicking it through upright bars.

Sources: www.gaa.ie/about-the-gaa/our-games/football/

news.nationalgeographic.com/news/2002/03/0308_020315_gaelicsports.html

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 Gaelic football. I know this is the topic because the text tells me about this sport. I learn where it is played. I learn how it is played. 15 points* = *The topic of this text is Gaelic football. I know this is the topic because the text tells me about this sport. 10 points* = *It is about Gaelic football. I learn information about it.*

20 points

2. What is the intent of the author? How do you know? |AP|

20 points = *I think the intent of the author is to inform me about this sport. I learn information about it. I do not see information that compares it with other sports. I do not read any entertaining stories about it. 15 points* = *I think the intent of the author is to inform me about this sport. I learn information about it. 10 points* = *The author wants to inform me about it. I learn about it.*

20 points

3. What do you think the heading “A Little Bit of Everything” means? Support your answer. |DC|

20 points = *I think the heading “A Little Bit of Everything” means that Gaelic football has a little bit of everything in it when you play. You can carry the ball. You can kick the ball. You can bounce the ball. You can pass the ball. You can do a lot with the ball.* **15 points** = *I think the heading “A Little Bit of Everything” means that Gaelic football has a little bit of everything in it when you play. You can carry, kick, bounce, or pass the ball.* **10 points** = *The game has a little bit of everything in it when you play. You can carry, kick, bounce, or pass the ball.*

30 points

4. The main idea of the passage is Gaelic football. Which of the following is not an important detail about this sport? |SU|

- Gaelic football is hundreds of years old.
- An Irish county is like a state.*
- It is a team sport with fifteen players on a team.
- You can score goals or kick points.

Use the important details from the choices and your idea tree to write a summary about the passage.

20 points = *Gaelic football is an Irish sport that is hundreds of years old. It is popular in Ireland and everywhere the Irish have settled. It is a team sport with fifteen players on a team. Players can carry, pass, kick, and bounce the ball during the game. They can score goals in a net or kick the ball through upright bars for points.* **15 points** = *Gaelic football is hundreds of years old. It is popular in Ireland and everywhere the Irish live. It is a team sport with fifteen players. They can carry, pass, kick, and bounce the ball. They can score goals or kick for points.* **10 points** = *Gaelic football is very old. It is popular everywhere the Irish live. It is a team sport. Players can do a lot with the ball. They can score goals or kick for points.*

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. Define each word. Draw a sailboat if you need help.

5 points

1. bookkeeper *book + keeper; someone who keeps books, information*

5 points

2. handmade *hand + made; something that is made by hand*

5 points

3. landmark *land + mark; a mark or something you look out for*

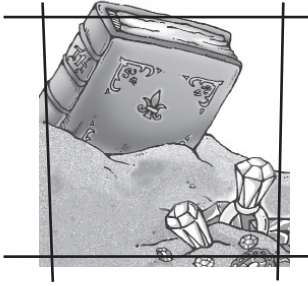
5 points

4. skyline *sky + line; the line buildings make in the sky*

Building Meaning

compete	object	opposing	teammates
smash	constantly	enables	motion

- 10 points** 5. Write a meaningful sentence for the word *constantly*.
10 points = Jerry is constantly studying after school and on the weekends, so he should do well on his test. **5 points** = Jerry is constantly studying after school, so he should do well. **1 point** = Jerry is constantly studying after school.
- 10 points** 6. The *object* of baseball is to score as many runs as you can while striking out the other team's players.
- 10 points** 7. Billy didn't want to smash into anything even though he was wearing a helmet and knee pads. *Smash* means—
- tap.
 - ram.
 - brush.
 - pass.
- 10 points** 8. Dan's *teammates* encourage him to play as well as he can every day.
- 10 points** 9. Using the electric hedge clippers enables you to cut the hedges much faster. *Enables* means—
- hinders.
 - makes difficult.
 - makes possible.
 - prevents.
- 10 points** 10. The two best teams compete in the final game to see who is the champion.
- 10 points** 11. With just a slight motion, the bird caught a moth that fluttered too close to its beak. *Motion* means—
- movement.
 - blink.
 - standstill.
 - snack.
- 10 points** 12. The *opposing* team teased us before the game, but we showed them who the better players were.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a descriptive paragraph about a sport or game of your own invention. You have read about a lot of interesting sports this cycle, and you will read about interesting games next cycle. Create a new sport or game that you think would be fun for others to play.

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.

Details are very important for helping the reader fully understand the main idea. They are especially important when you are writing about something that might be unfamiliar to the reader. He or she needs good details to make a mind movie and understand what you are describing.

- Display the following example passage. Read the passage aloud to students.

Blackline master provided.

This creature is known to be an exceptional hopper. It has large hind feet that allow it to hop long distances quickly. This creature is an herbivore. It spends its time feeding on grasses and other plants near its home. Usually, this animal can be found living with large groups of its own kind.



- Use **Team Huddle** to have students identify the creature described in this passage. Use **Random Reporter** to select students to share. *Possible responses include: rabbit; hare; kangaroo.*
- Point out to students that there could be a few correct answers based on this passage alone. Explain that the passage does not provide many details to help students give a solid answer.

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

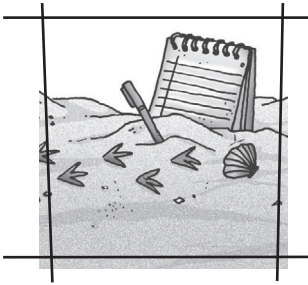
Blackline master provided.

This creature is known to be an exceptional hopper. It has large hind feet that allow it to hop long distances quickly. In fact, it can hop at more than thirty-five miles per hour and jump an average of twenty-five feet in a single bound. The biggest of these animals stand nearly as tall as a grown man. They stand on two legs and balance themselves with long heavy tails. Their tails not only help them balance while standing up but while hopping and grazing too. This creature is an herbivore. It spends its time feeding on grasses and other plants near its home. This animal can be found living with large groups of its own kind and is native to Australia.

- Use **Team Huddle** to have students identify the creature described in the passage. Use **Random Reporter** to select students to share. *It is a kangaroo.*
- Explain how details made this answer more clear.

The first passage did not provide a lot of details. The details it did provide could apply to a few types of animals. Rabbits, hares, and kangaroos all have long hind feet that help them hop quickly. Rabbits and kangaroos both live in large groups. The second passage provided a lot of good details, however. We learned the creature could hop at more than thirty-five miles per hour and jump an average of twenty-five feet in a single bound. That's very fast and very far! I am not sure a rabbit or hare can do that. Rabbits and hares do not have long heavy tails for balance either, but kangaroos do. Rabbits and hares are also small, but some kangaroos are very tall. The last really good clue and descriptive detail is that the animal is native to Australia. I know kangaroos are native to that country. Those details really make a difference in helping us, as readers, better understand the topic of the passage.

- Tell students that they will provide descriptive details about a new sport or game they have invented.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a descriptive paragraph about a sport or game you have invented.



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

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Writing Prompt

Invent your own sport or game. Write a descriptive paragraph to describe your new sport or game to others. Give your paragraph a heading that tells the name of your sport or game. In your paragraph, provide details about the number of teams or players needed to take part in the activity. Explain what equipment players use and what kind of surface or board the sport or game is played on. Provide at least two other details about your sport or game. At the end of the lesson, your class will put together a book of sports and games.

Scoring Guide

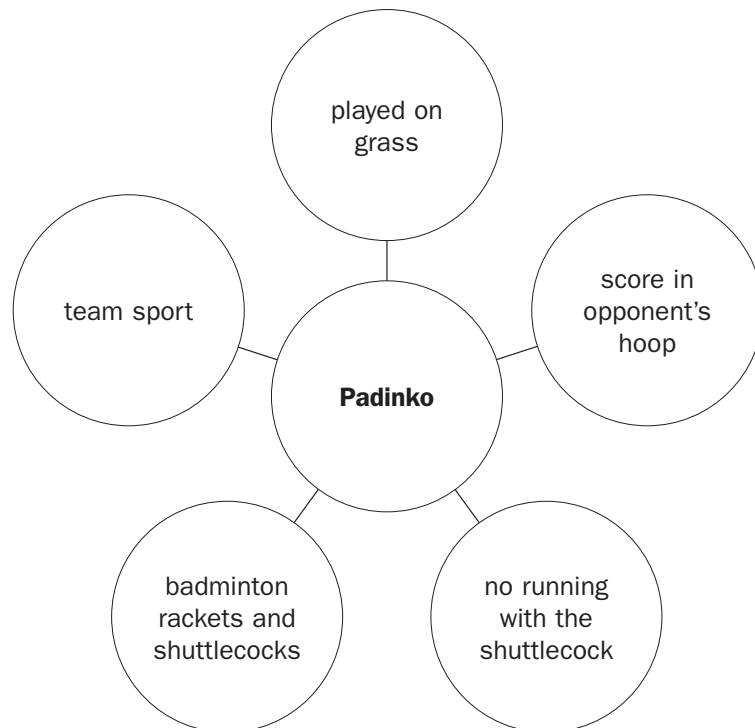
Your paragraph has a heading that tells the name of the sport or game.	15 points
You describe the number of teams or players needed to take part in the activity.	15 points
You explain what equipment players use and what kind of surface or board the sport or game is played on.	20 points each (40 points maximum)
You provide at least two other details about your sport or game.	15 points each (30 points maximum)

- 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**
- Explain how having a partner read their work will help students make sure their descriptive paragraphs provide good details.

Your partner will help you make sure that you have enough descriptive details in your paragraph. Remember, you have invented a new sport or game, so your paragraph needs to do a good job explaining the game to someone unfamiliar with it.

- Display the following sample paragraph. Read the paragraph aloud to students.

Blackline master provided.

Padinko

Padinko is a team sport played between two teams of eight people each. The game is played on a grass field the size of a soccer field. The object of the game is to get the shuttlecock in the other team's hoop. A hoop is placed at each end of the field. Players can only move the shuttlecock down the field by hitting it. They are not allowed to run with it. The team with the most points at the end of thirty minutes is the winner.



- Use **Team Huddle** to have students identify information that is missing from this paragraph. *The equipment needed for the game.*
- Discuss with students why this information is important.

It is important to explain what equipment is needed for the game because it might be hard to understand how it is played otherwise. This paragraph is missing some details about the equipment. I see that players need hoops for goals, and they need shuttlecocks to hit. What's a shuttlecock, and how do they hit it? If I look at my graphic organizer, I see it says that I need badminton rackets and shuttlecocks. This is good information to

know. This game uses equipment from a different sport in a new way. Readers should know that they need some badminton equipment to play this game correctly.

- Tell students to check their graphic organizers to make sure they have not left out information that will help them describe their sports or games in good detail.
- 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?

Work it out!

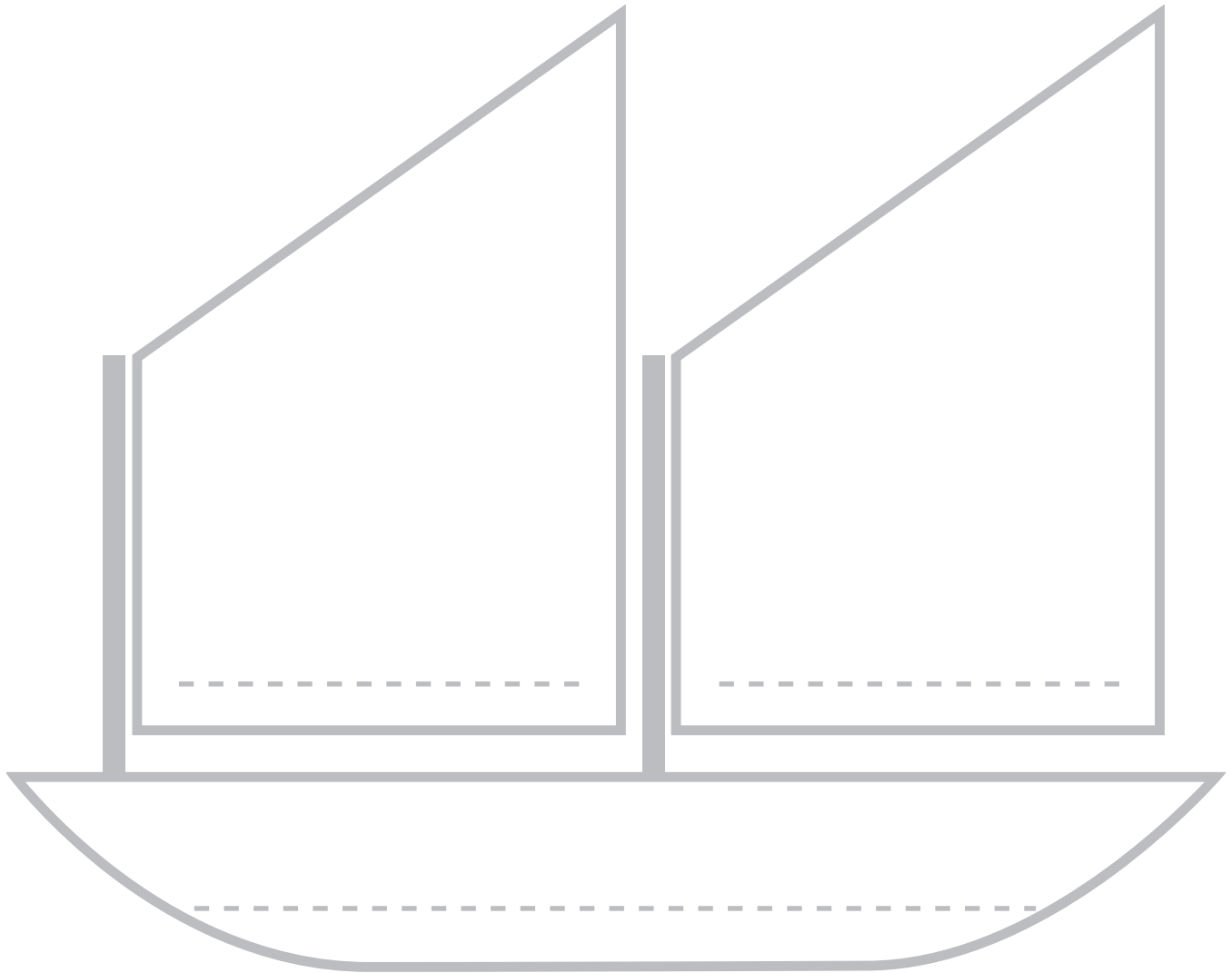
There are many ways to stay active. Exercising is one. There are ways to exercise your brain.

There are ways to exercise your arms and legs.

There are ways to exercise your heart. Exercise for your heart is called cardiovascular exercise.

Running, swimming, and bicycling are all cardiovascular exercises.

Some think this is the best kind of exercise. When you exercise this way, your heart beats faster for long periods of time. This pushes more blood through your whole body. It makes your entire body healthier.



This creature is known to be an exceptional hopper. It has large hind feet that allow it to hop long distances quickly. This creature is an herbivore. It spends its time feeding on grasses and other plants near its home. Usually, this animal can be found living with large groups of its own kind.

This creature is known to be an exceptional hopper. It has large hind feet that allow it to hop long distances quickly. In fact, it can hop at more than thirty-five miles per hour and jump an average of twenty-five feet in a single bound. The biggest of these animals stand nearly as tall as a grown man. They stand on two legs and balance themselves with long heavy tails. Their tails not only help them balance while standing up but while hopping and grazing too. This creature is an herbivore. It spends its time feeding on grasses and other plants near its home. This animal can be found living with large groups of its own kind and is native to Australia.

Padinko

Padinko is a team sport played between two teams of eight people each. The game is played on a grass field the size of a soccer field. The object of the game is to get the shuttlecock in the other team's hoop. A hoop is placed at each end of the field. Players can only move the shuttlecock down the field by hitting it. They are not allowed to run with it. The team with the most points at the end of thirty minutes is the winner.



Title: Sports and Games You Might Not Know, cycle 1

Idea Tree

Different sports are popular in different parts of the world.

sports and games, cont. (p. 55)

Learning about different sports helps you learn about people.

know about baseball, football, checkers, and bingo

sports and games (p. 55)

sports and games I've never heard of
cricket, jai alai, pachisi, and halma

played on ice with teams of four
try to glide stones into middle of circle on ice

curling (p. 56)

players brush ice with brooms to direct stone to circle

popular in Italy and Italian neighborhoods
roll a ball down court, then try to roll team balls close to it

bocce (p. 57)

most team balls near pallino wins

pitcher throws ball, batter runs between wickets until tagged

cricket (p. 58)

use bat to protect wickets
Games can last for days.

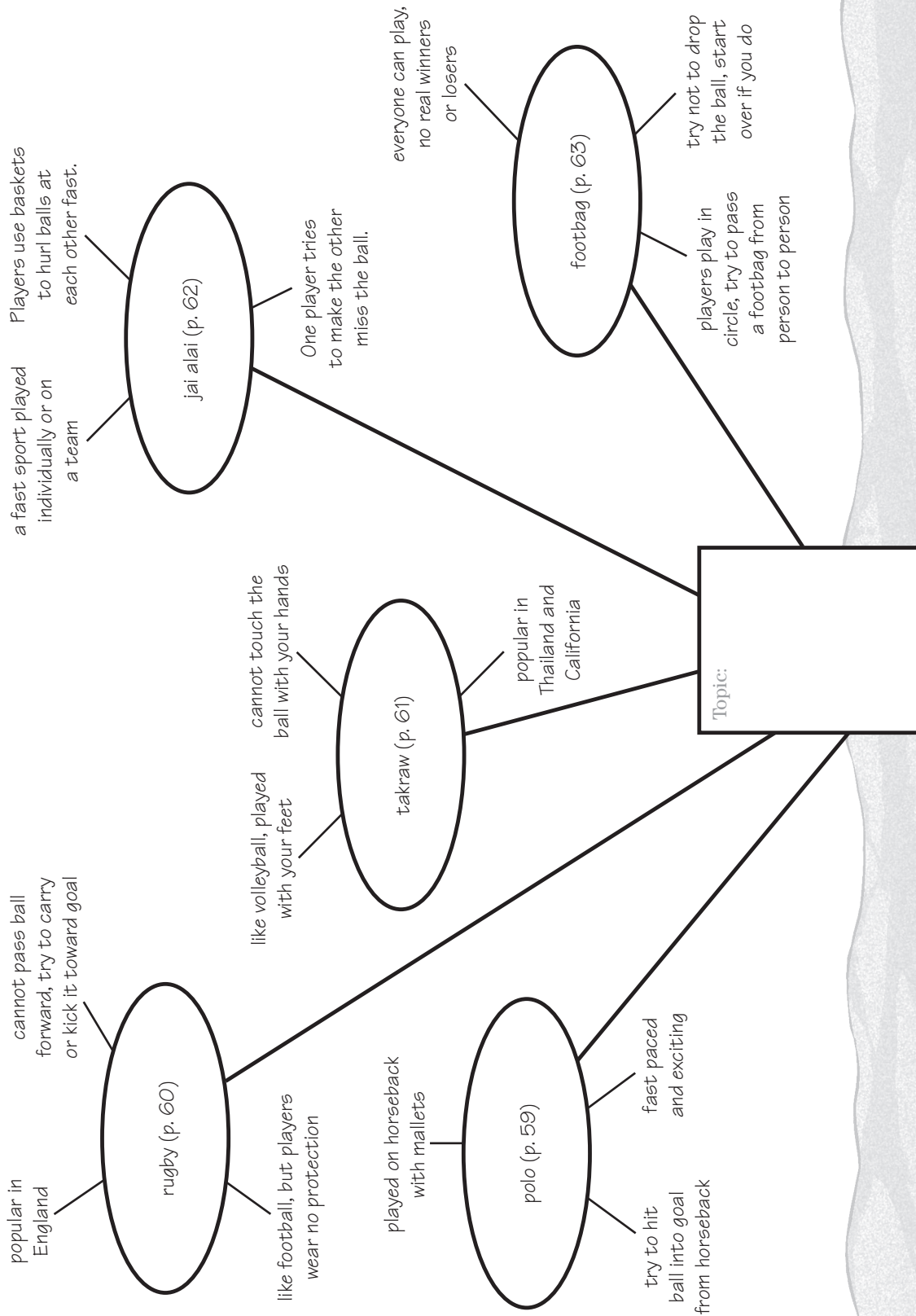
Topic:
Unusual Sports and Games





Title: Sports and Games You Might Not Know, cycle 1, cont.

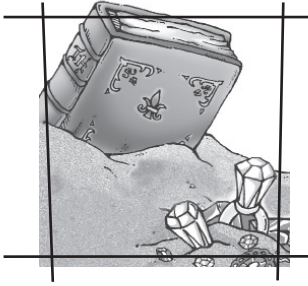
Idea Tree



CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
	Summarizing (SU)	Synonyms	Write a set of rules.
CYCLE 2	Students will summarize sections of the text using main ideas and supporting details.	Students will use synonyms to improve their understanding of words.	Students will write sets of rules for the sports or games they invented last cycle.

**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 *Sports and Games You Might Not Know* by Terrence Parker. As we read, we'll continue to decide which information from the text to include in a summary. 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 understand the text better. 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 unusual sports and games. We read about several unusual sports played around the world in the last cycle.

- 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 unusual sports and games. 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 unusual sports and games. This cycle seems to focus more on board games, while the last cycle was about sports. 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 in the same way. There are more ideas and supporting details. We'll keep using an idea tree to record important information.

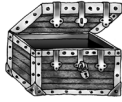
- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

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-23
Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
clever page 65	chunk: clev-er	smart and tricky, sly	The <i>clever</i> fox hid quietly in the bushes, waiting for the chickens to walk by.
master page 65	chunk: mas-ter	become very good at	I studied judo for years so I could <i>master</i> it.
invented page 67	base word + ending: invent + ed	made up, created, thought up	Thomas Edison <i>invented</i> many things such as the lightbulb.
similar page 67	chunk: sim-i-lar	alike	Joe and John are twins, so they are <i>similar</i> in many ways.
match page 69	blend	one game	The tennis <i>match</i> between Julia and Hector lasted two hours.
surround page 69	chunk: sur-round	make a circle around, cover on all sides	The ants tried to <i>surround</i> the piece of fruit so no other creatures could reach it.
designs page 70	-s = /z/ base word + ending: design + s	pictures, artwork	My robe has colorful fancy <i>designs</i> all over it.
remove page 71	prefix + base word: re + move	take away	The doctor tried to <i>remove</i> the bee's stinger from my knee.

Using the Targeted Skill (Introduction and Definition)



- Use **Think-Pair-Share** to have students summarize a story they recently read by writing the main ideas in approximately ten sentences.

- Now ask students to think about how they would summarize the same stories in less than five sentences. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students tell how these summaries differed from the ones they told in ten sentences. Randomly select a few students to share.
- Point out that summaries can be different lengths. Explain that we can revise summaries, evaluating the details we include and making sure that we leave out less-important details.
- Display a list of important ideas from a section of the idea tree that students filled out last cycle. Explain that this section, called “The Fastest Sport on Earth,” is from page 62 of the text.

Jai alai is a fast sport.
 It can be played individually or in a team.
 Players hurl balls at each other fast.
 One player tries to make the other player miss the ball.

- Explain that you want to shorten this list of important ideas; you want to summarize it further by leaving out any less-important details. Explain to students that they must choose the most-important ideas by deciding what they think the author considers important.
- Use a **Think Aloud** to model deciding which important ideas to keep and which to leave out.

To decide which ideas are important to include in a summary, I need to think about the author. What does the author consider important? The main idea of the passage is jai alai, so I think the author must consider that important. I'll keep that idea. The author says that it's a fast sport. That's important because the author calls it the “fastest sport on earth.” So I'll leave that detail. The author also says that jai alai is an individual sport. I'll keep that as well because some of the sports are individual sports, and some are team sports, so that's an important detail. The author also says that players hurl balls at each other and that one player tries to make the other drop the ball. Those details explain how the sport is played, so those details are important. I'll keep those as well. I'll include all this information in my summary. But I might combine some of the ideas as I do so.

- Model putting the information from the idea tree into sentences for a summary. See the sample below.

Jai alai is a fast, individual or team sport. Players hurl balls at each other, and one player tries to make the other miss the ball.

- 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 TGRRS 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 64 of the text aloud. Use a **Think Aloud** to model identifying the main idea. Put this information on the blank idea tree.

A Collection of Readings,
page 64

Go? Go where?

Now that we've learned about some sports, let's learn about some board games that are played in different parts of the world. The first game we'll learn about is a game simply called **go**. Go is an ancient game. It was first played in China thousands of years ago.

Go is played on a square, wooden board. The board is called the **goban** (go-BAHN). The goban can be any size. It can be really small. It can be really large. That's up to the players. The board has a number of squares on it. It looks sort of like a checkerboard.

There are two players. One has black stones. The other has white stones. The first player puts one stone on any of the lines. Then the next player goes. He too puts a stone on a line. The object of the game is to surround your opponent's stones with your own. If a white stone has a black stone above it and below it, or to the left and to the right, black captures the white stone and replaces it with a black stone. It sounds simple, but don't be fooled! Good go players know it takes a long time to learn a winning strategy. Do you think you could master the go board?

What is this passage mostly about? It's mostly about the game of go. I'll write that as my main idea on my idea tree. Write "go" 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.

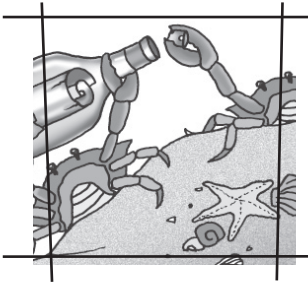
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-24

Team Talk

1. Which of the following best describes the main idea of paragraph 4 on page 65? |MI|
 - a. Backgammon is an easy game to learn.
 - b. It takes practice to master backgammon.
 - c. Backgammon has a very basic game play.
 - d. Anyone can play backgammon well right away.
2. What is the main idea from the section titled “The Oldest Game”? Why do you think this is the main idea? (Write-On) |SU|
3. How is pachisi played differently from backgammon? |CC|
4. Why do you think halma is also called hoppity? |DC|

- 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 65–67 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. Which of the following best describes the main idea of paragraph 4 on page 65? |MI|

- Backgammon is an easy game to learn.
- It takes practice to master backgammon.*
- Backgammon has a very basic game play.
- Anyone can play backgammon well right away.

2. What is the main idea from the section titled “The Oldest Game”? Why do you think this is the main idea? (Write-On) |SU|

100 points = *The main idea of the section titled “The Oldest Game” is the game of backgammon. I think this is the main idea because I learn about backgammon and how it’s played. I learn that it is the oldest known board game.* **90 points** = *The main idea of the section titled “The Oldest Game” is the game of backgammon. I think this is the main idea because I learn that it is the oldest known board game.* **80 points** = *It’s about the game of backgammon. It’s the oldest game.*

3. How is pachisi played differently from backgammon? |CC|

100 points = *Pachisi is played differently from backgammon because it is not played one on one. It is played by four people on teams of two people each. The first team to get their pieces back to the starting point wins.* **90 points** = *Pachisi is played differently from backgammon because it is played by four people on teams of two people each.* **80 points** = *It is played by four people on teams of two.*

4. Why do you think halma is also called hoppity? |DC|

100 points = *I think halma is also called hoppity because you jump marbles over other marbles during the game. The word hop means the same as jump.* **90 points** = *I think halma is also called hoppity because you hop marbles over other marbles.* **80 points** = *You hop marbles over other marbles.*

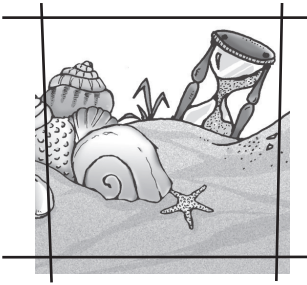
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

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"> <tr> <td data-bbox="797 793 946 1056">Team Talk Extenders</td> <td data-bbox="946 793 1479 1056"> <p>The author says it takes a long time to become a good backgammon player. What are some other things that take a long time to learn to do?</p> <p>You've started reading about some board games. Do you enjoy playing board games? Why or why not?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>The author says it takes a long time to become a good backgammon player. What are some other things that take a long time to learn to do?</p> <p>You've started reading about some board games. Do you enjoy playing board games? Why or why not?</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.

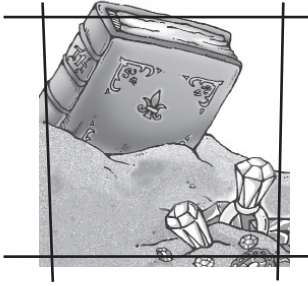
Page 65 (paragraphs 2 and 3)

- 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

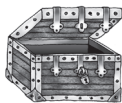
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 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.

Where does halma's other name, hoppity, come 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 began reading about some board games. We read about the game of go. We read about backgammon. We read about pachisi. And we read about halma.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 68 of the text aloud. Use a **Think Aloud** to model identifying the main idea. Put this information on the blank idea tree.



A Collection of Readings,
page 68

Another Ancient Game

Now that we've learned about the American game of halma, let's go over to the Royal British Museum. There we'll find some ancient game boards. These game boards come from ancient Mesopotamia. The countries now known as Iraq and Syria were once Mesopotamia. The game is called the Royal Game of Ur. It is also known as the game of twenty squares. People played The Royal Game of Ur for thousands of years before it was lost. Some scientists think backgammon replaced it.

Here's an interesting fact about the Royal Game of Ur. Although people have found ancient boards and pieces, nobody knows how the game was played. Scientists do know that people used small circular stones to play. They also used small, triangular pieces. The board itself has twenty squares. Game experts believe that players moved their pieces up and down the board of twenty squares. But that's just about all people know about the game.

Many people have figured out new rules for the game of ur. Some people play by themselves. Some play against other people. Maybe right now someone is playing ur just like they played it thousands of years ago.

What is this passage mostly about? It's mostly about the Royal Game of Ur. I'll write that as my main idea on my idea tree. Write "Royal Game of Ur" 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.

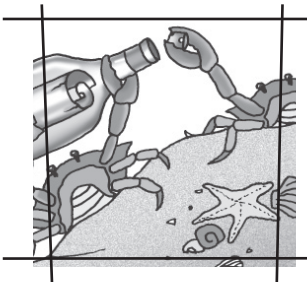
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #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-24

Team Talk

1. What is the main idea from the section titled "Unequal Teams"? Why do you think this is the main idea? (Write-On) |SU|
2. What happens if a player lands on a moksha? |CE|
 - a. The player is punished for cheating in the game.
 - b. The player automatically loses the game.
 - c. The player slides toward the top of the board.
 - d. The player slides toward the bottom of the board.
3. Which do you think was created first, four-player mahjong or mahjong solitaire? How can you tell? |DC|
4. Is the statement "These sports and games are all fun," a fact or an opinion? How can you tell? |FO|



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 69–72 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. What is the main idea from the section titled “Unequal Teams”? Why do you think this is the main idea? (Write-On) |SU|

100 points = *The main idea from the section titled “Unequal Teams” is the game of fox and geese. The section talks about how to play this game. It’s a game with teams of different sizes.* **90 points** = *The main idea from the section titled “Unequal Teams” is the game of fox and geese. The section talks about how to play this game.* **80 points** = *It’s about the game of fox and geese. I learn how to play this game.*

2. What happens if a player lands on a moksha? |CE|

- a. The player is punished for cheating in the game.
- b. The player automatically loses the game.
- c. The player slides toward the top of the board.
- d. *The player slides toward the bottom of the board.*

3. Which do you think was created first, four-player mahjong or mahjong solitaire? How can you tell? |DC|

100 points = *I think four-player mahjong was created before mahjong solitaire. I can tell because the text says that the official way to play mahjong is with four people. Mahjong solitaire is mostly popular as a computer game, so I think it was created recently.* **90 points** = *I think four-player mahjong was created before mahjong solitaire. I can tell because the text says that the official way to play mahjong is with four people.* **80 points** = *Four-player mahjong was created first. It’s the official way to play it.*

4. Is the statement “These sports and games are all fun,” a fact or an opinion? How can you tell? |FO|

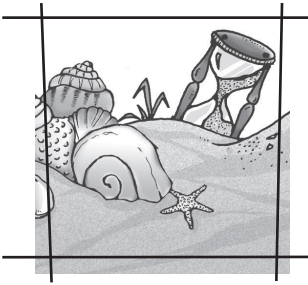
100 points = *The statement “These sports and games are all fun,” is an opinion. I can tell because it is not something you can prove. Not everyone might agree with the statement. They might not think all the sports and games in the text are fun.* **90 points** = *The statement “These sports and games are all fun,” is an opinion. I can tell because it is not something you can prove. Not everyone might agree with it.* **80 points** = *It is an opinion. I can tell because it is not something you can prove.*

- 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>Would you rather play as the fox or geese if you were playing fox and geese?</p> <p>Why do you think some people might like to play a game, such as mahjong solitaire, by themselves?</p> </td> </tr> </table>	Team Talk Extenders	<p>Would you rather play as the fox or geese if you were playing fox and geese?</p> <p>Why do you think some people might like to play a game, such as mahjong solitaire, by themselves?</p>
Team Talk Extenders	<p>Would you rather play as the fox or geese if you were playing fox and geese?</p> <p>Why do you think some people might like to play a game, such as mahjong solitaire, by themselves?</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**

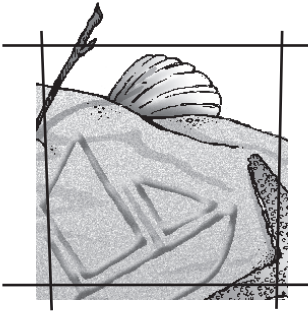
Timing Goal: 5 minutes

- 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-23

Page 69 (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**

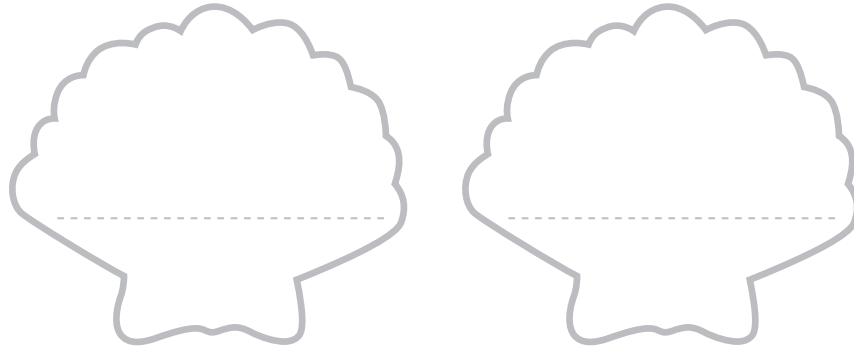
Timing Goal: 10 minutes

Preparation: Display the following words: *canoe* and *moist*.



- Direct students' attention to the two 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 [*canoe: boat; moist: wet*].
- Remind students that words with the same, or almost the same, meaning are called synonyms. Use **Think-Pair-Share** to have students tell the Word Treasure clue that Captain Read More uses for synonyms. Display the Word Treasure clue for synonyms (two shells that look the same).

Blackline master provided.



- Review the Word Treasure (skill). Review why Captain Read More thinks it is important to know synonyms by explaining that synonyms help us to define words and make connections among words we know. They also help us to become better speakers and writers because we can use more advanced words.

<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 to define words, make connections among words we know, and become better speakers and writers because we can use more advanced words.</p>
---	--

- 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-24

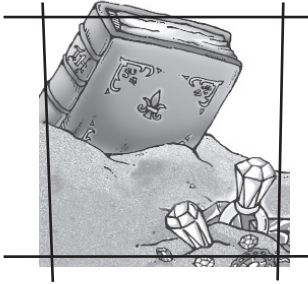
Skill Practice			
Write a synonym for each of the following words.			
1. marsh <i>swamp</i>			
2. doze <i>sleep</i>			
3. worn <i>old</i>			
4. improve <i>fix</i>			
Building Meaning			
clever	master	invented	similar
match	surround	designs	remove
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i>			
6. Draw a picture to show your understanding of the word <i>surround</i> . <i>(Answers may vary.) The picture and explanation of the picture should support a clear understanding of the word.</i>			



- 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

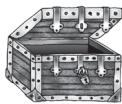
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 happens when you land on a moksha when playing moksha patamu?

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 more board games. We learned about the Royal Game of Ur. We read about fox and geese. We read about moksha patamu. We read about playing mahjong.

- 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 64 aloud. Remind students that on day 1, you identified the main idea from the page and put it on the idea tree. Identify supporting details, and add them to your idea tree as you reread. For example, a go board is called a goban.

A Collection of Readings,
page 64

Go? Go where?

Now that we've learned about some sports, let's learn about some board games that are played in different parts of the world. The first game we'll learn about is a game simply called go. Go is an ancient game. It was first played in China thousands of years ago.

Go is played on a square, wooden board. The board is called the goban (go-BAHN). The goban can be any size. It can be really small. It can be really large. That's up to the players. The board has a number of squares on it. It looks sort of like a checkerboard.

There are two players. One has black stones. The other has white stones. The first player puts one stone on any of the lines. Then the next player goes. He too puts a stone on a line. The object of the game is to surround your opponent's stones with your own. If a white stone has a black stone above it and below it, or to the left and to the right, black captures the white stone and replaces it with a black stone. It sounds simple, but don't be fooled! Good go players know it takes a long time to learn a winning strategy. Do you think you could master the go board?

When we read this section the first time, I recorded the main idea, the game of go, on the idea tree. 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 want to keep in mind the things the author thinks are important. 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 game of go. I think that the name of the board is important, so I'll include that. What the game board looks like is important, so I'll include the details about its size and the lines on it. How to play go is important too, so I'll include those details. Those are the details that I'll include in my summary.

- Share an example of a summary that is based on the information you circled on the idea tree. For example:

Go is a board game. It's played on a board, called a goban, with lines on it. The goban can be big or small. Players use pieces to surround and capture their opponents' pieces.

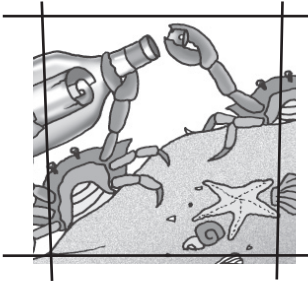
Preview Team Talk

- 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-25

Team Talk

1. Why do you think the author includes the picture of an Egyptian person playing a game on page 65? |DC • TF|
2. The main idea of the section titled "The Oldest Game" was the game of backgammon. Use supporting details from your idea tree to write a summary about this section. (Write-On) |SU|
3. How does the author help you understand the game of pachisi with the image of the board? |TF|
4. Unlike in checkers, what doesn't happen **after** you hop over another marble in halma? |SQ|
 - a. You do not remove the jumped marble.
 - b. You take away the player's marble.
 - c. You get to king one of your marbles.
 - d. You get to add the marble to your pieces.



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 65–67 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. Why do you think the author includes the picture of an Egyptian person playing a game on page 65? |DC • TF|

100 points = *I think the author includes the picture of an Egyptian person playing a game on page 65 to show how old backgammon is. I think the Egyptian in the picture must be playing backgammon. I know that backgammon is thousands of years old.* **90 points** = *I think the author includes the picture of an Egyptian person playing a game on page 65 to show how old backgammon is. I think the Egyptian in the picture must be playing backgammon.* **80 points** = *The author wants to show how old backgammon is.*

Team Talk *continued*

2. The main idea of the section titled “The Oldest Game” was the game of backgammon. Use supporting details from your idea tree to write a summary about this section. (Write-On) |SU|

100 points = *Backgammon is the oldest known board game. It was first played in the Middle East. It’s played on a board covered in triangle shapes. You move your pieces along the triangles and try to clear the board. There are many strategies to play.* **90 points** = *Backgammon is from the Middle East and is the oldest board game. It’s played on a board covered in triangles that you move along. There are many strategies to clearing the board.* **80 points** = *Backgammon is the oldest game. You move along triangles and try to clear the board using different strategies.*

3. How does the author help you understand the game of pachisi with the image of the board? |TF|

100 points = *The author helps me understand the game of pachisi with the image of the board by putting arrows on the board. The arrows show me how the pieces are supposed to move all around the board.* **90 points** = *The author helps me understand the game of pachisi with the image of the board by putting arrows on the board. They show how the pieces move.* **80 points** = *The author puts arrows on the board.*

4. Unlike in checkers, what doesn’t happen **after** you hop over another marble in halma? |SQ|
- You do not remove the jumped marble.*
 - You take away the player’s marble.*
 - You get to king one of your marbles.*
 - You get to add the marble to your pieces.*

- 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.

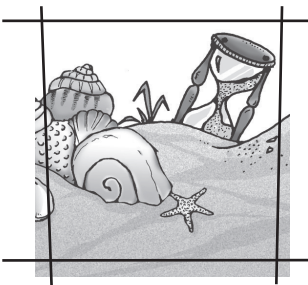
Class Discussion **TP**

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.
	Team Talk Extenders
<p>Have you ever played any games that are similar to halma? If so, what are they, and how are they similar?</p> <p>Some board games, such as backgammon, take a lot of skill to play. Do you think you have the patience to master strategy games?</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

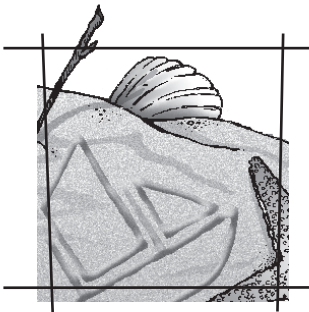
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-23

Page 69 (paragraph 1) or 67 (paragraphs 2 and 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.

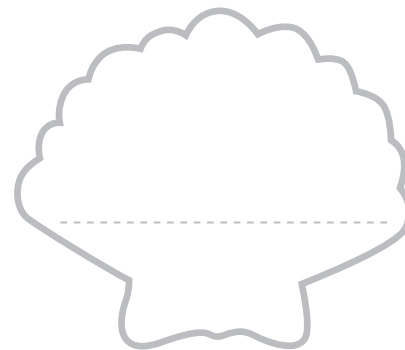
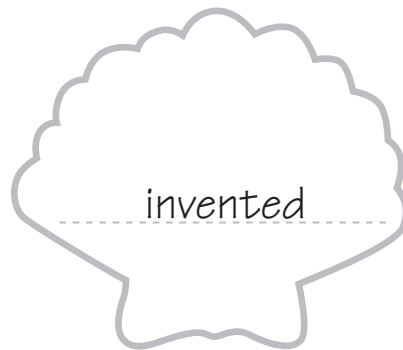
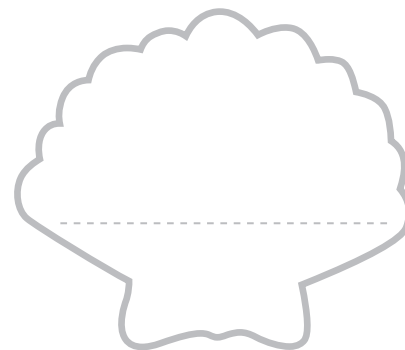
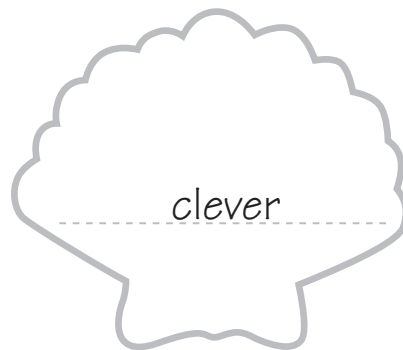


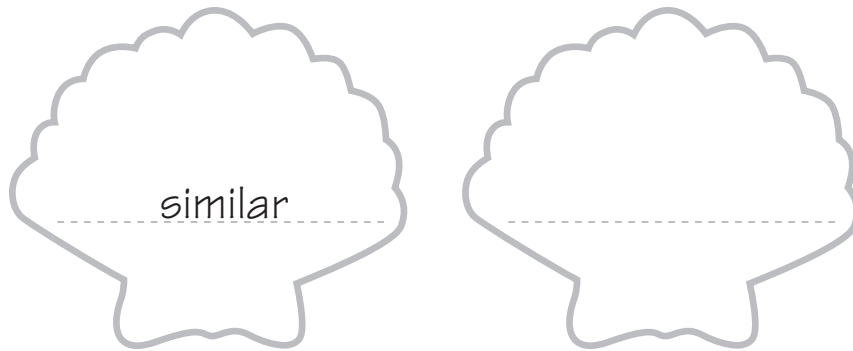
WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display three sets of shells.

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms.
- Tell students that Captain Read More has found three words from this cycle’s vocabulary list that have synonyms. Display three sets of shells on the board. On the first shell of each set, write one of the following words: “clever,” “invented,” and “similar.” 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 the synonyms on the matching shells as students share their responses [*clever: smart; invented: created; similar: alike*].
- 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-25

Skill Practice

Write a synonym for each of the following words.

1. exist *live*
2. greet *welcome*
3. shadow *follow*
4. alarmed *scared*

Building Meaning

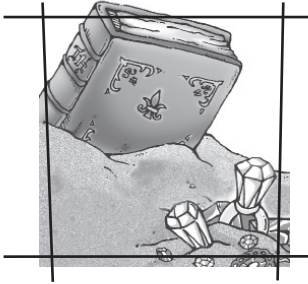
clever	master	invented	similar
match	surround	designs	remove

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. My puppies look similar except that Mazie has a white spot on her chest, and Domo doesn't. *Similar* means—
 - a. different.
 - b. unique.
 - c. *alike*.
 - d. alone.



- 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 4****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

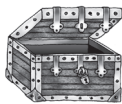
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 is halma different from checkers?

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 some board games. We learned that backgammon is the oldest game in the world. It was played in ancient times. Two players play against each other by moving pieces across triangles on a board. It's easy to play, but it takes a long time to become a real master at it. Pachisi is the national game of India. Four players play on teams of two to move their pieces around a board. The first team to get their pieces back to their starting point wins. Halma was invented in 1883 by an American doctor. It was based on another game called hoppity. A lot of people can play the game. Players have to move their marbles from one side of the board to the other by hopping over other marbles.

- 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 68 aloud. Remind students that on day 2, you identified the main idea from the page and put it on the idea tree. Identify supporting details, and add them to your idea tree as you reread. For example, the game came from Mesopotamia.

A Collection of Readings,
page 68

Another Ancient Game

Now that we've learned about the American game of halma, let's go over to the Royal British Museum. There we'll find some ancient game boards. These game boards come from ancient Mesopotamia. The countries now known as Iraq and Syria were once Mesopotamia. The game is called the Royal Game of Ur. It is also known as the game of twenty squares. People played The Royal Game of Ur for thousands of years before it was lost. Some scientists think backgammon replaced it.

(continued on next page)

Here's an interesting fact about the Royal Game of Ur. Although people have found ancient boards and pieces, nobody knows how the game was played. Scientists do know that people used small circular stones to play. They also used small, triangular pieces. The board itself has twenty squares. Game experts believe that players moved their pieces up and down the board of twenty squares. But that's just about all people know about the game.

Many people have figured out new rules for the game of ur. Some people play by themselves. Some play against other people. Maybe right now someone is playing ur just like they played it thousands of years ago.

When we read this section the first time, I recorded the main idea, the Royal Game of Ur, on the idea tree. 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 want to keep in mind the things the author thinks are important. 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 Royal Game of Ur. I don't think it's important that there are boards for this game in the museum, so I'll leave that out. The idea that the game came from Mesopotamia is important, so I'll include that. The fact that nobody knows how to play the Royal Game of Ur anymore and that people make up their own rules now are both important ideas, so I'll include those in my summary.

- Share an example of a summary that is based on the information you circled on the idea tree. For example:

The Royal Game of Ur is an ancient game from Mesopotamia. People don't know how to play the game anymore, but people still play it. Now they just make up their own rules.

Preview Team Talk

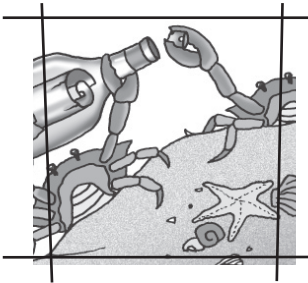
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

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Team Talk

1. What happens when the fox jumps over a goose on the board? |CE|
 - a. The goose player loses a piece.
 - b. The goose is turned into a fox.
 - c. The fox player wins the game.
 - d. The fox eats the goose and gets bigger.
2. Why do you think the creators of moksha patamu used a game to teach good and bad behaviors? Support your answer. |DC|
3. How is a set of mahjong tiles similar to a deck of cards? |CC|
4. Use information from your idea tree to write a summary of this cycle of *Sports and Games You Might Not Know*. (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 69–72 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. What happens when the fox jumps over a goose on the board? |CE|
 - a. The goose player loses a piece.
 - b. The goose is turned into a fox.
 - c. The fox player wins the game.
 - d. The fox eats the goose and gets bigger.

2. Why do you think the creators of moksha patamu used a game to teach good and bad behaviors? Support your answer. |DC|

100 points = *I think the creators of moksha patamu used a game to teach good and bad behaviors because playing a game is fun. I think they thought children would remember the lessons better by playing a fun game many times.* **90 points** = *I think the creators of moksha patamu used a game to teach good and bad behaviors because playing a game is fun. I think they thought children would remember the lessons better.* **80 points** = *Playing a game is fun.*

3. How is a set of mahjong tiles similar to a deck of cards? |CC|

100 points = *A set of mahjong tiles is similar to a deck of cards because there are different suits, or types, of tiles. The tiles have different pictures on them like playing cards do.* **90 points** = *A set of mahjong tiles is similar to a deck of cards because there are different suits, or types, of tiles.* **80 points** = *There are different suits of tiles like in cards.*

4. Use information from your idea tree to write a summary of this cycle of *Sports and Games You Might Not Know*. (Write-On) |SU|

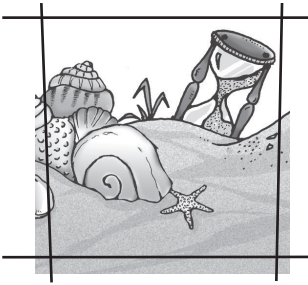
100 points = *There are many different board games from around the world. Go is from China and is played by capturing the other player's stones. Backgammon is the oldest game and is played by moving pieces across a board with triangles on it. Pachisi is from India and is played in teams of two. Halma is a newer game and is played by hopping marbles from one side of the board to the other. The Royal Game of Ur is an ancient game that no one knows the official rules of. Fox and geese is a game played with unequal numbers. The fox needs to capture geese without getting surrounded. Moksha patamu is from India and is also called snakes and ladders. Mahjong is played with tiles and can be played with others or alone.* **90 points** = *There are many different board games from around the world. Go is from China. Backgammon is the oldest game. Pachisi is from India. Halma is a newer game. The Royal Game of Ur is an ancient game. Fox and geese is a game played with unequal numbers. Moksha patamu is from India. Mahjong is played with tiles.* **80 points** = *There are many different board games from around the world. Go and mahjong are from China. Backgammon is the oldest game. Pachisi and moksha patamu are from India. Halma is a newer game. The Royal Game of Ur is an ancient game. Fox and geese is a game played with unequal numbers.*

- 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; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Fox and geese is a board game with unequal sides. Can you think of any other games you might play, which may not be board games, that have unequal sides? Describe them.</p> <p>Which of the board games discussed in the text do you think seems to be the most fun or interesting? Why?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Fox and geese is a board game with unequal sides. Can you think of any other games you might play, which may not be board games, that have unequal sides? Describe them.</p> <p>Which of the board games discussed in the text do you think seems to be the most fun or interesting? Why?</p>	
Write-On Discussion	<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**

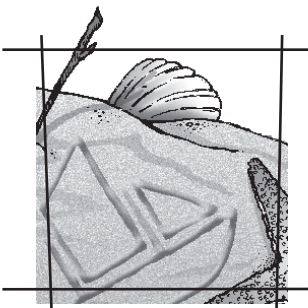
Timing Goal: 5 minutes

- 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.

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Page 69 (paragraph 1), 67 (paragraphs 2 and 3), or 71 (paragraphs 1 and 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 (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms.
- 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 to define words and make connections among words; synonyms help us to 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 synonyms for 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.

<h2 style="margin: 0;">Word Power Challenge</h2>	<p>One day I decided to <u>sort</u> my clothes into drawers of spring, summer, fall, and winter clothes.</p> <p>I was <u>angry</u> that my brother was allowed to pick the restaurant for dinner that night.</p>
--	--



- Use **Random Reporter** to select students to read each sentence and provide a synonym for the underlined words [*sort: organize; angry: sulky*].
- 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**

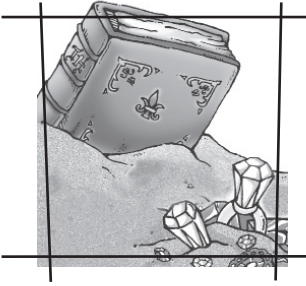
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Skill Practice			
Write a synonym for each of the following words.			
1. beginner	<i>student</i>		
2. notice	<i>see</i>		
3. ask	<i>question</i>		
4. allow	<i>accept</i>		
Building Meaning			
clever	master	invented	similar
match	surround	designs	remove
<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>100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i></p> <p>6. Choose the word that best fits in the blank.</p> <p>Giorgio made a <u>clever</u> move that took me by surprise during our chess game.</p>			

- 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 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.

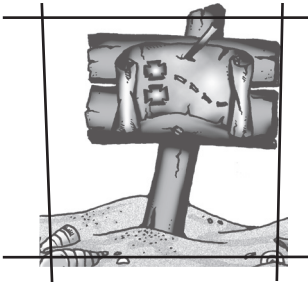
Today you will read about mancala. Mancala is a game popular across Africa.

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

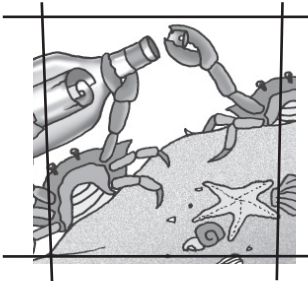
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they 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.

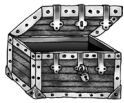
Team Discussion **TP**

- 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.

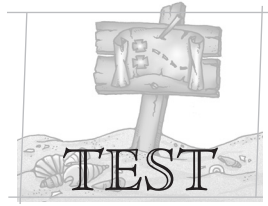


Class Discussion TP

- 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.

Sowing the Seeds of Mancala

Mancala is originally from Africa. Mancala boards have two rows of six small holes. There is also a larger hole, called the *store*, for each player. You play mancala with forty-eight stones, marbles, or seeds. You place four of your stones in each small hole.

To start, you pick up your stones from a hole and drop one in each of the next four holes. If you drop a stone in your store, you get to capture it. If you drop a stone in an empty hole, you keep it and any stones in the opposite hole; they all go in your store. The game ends when the holes on one side of the board are empty. The person with the most stones in his or her store wins.

Sources: www.ehow.com/how_2213278_play-mancala.html

boardgames.about.com/cs/mancala/ht/play_mancala.htm

www.tradgames.org.uk/games/Mancala.htm

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 the game of mancala. I know this is the topic because the heading has the word mancala in it. I learn information about the game in the text.* **15 points** = *The topic of this text is the game of mancala. I know this is the topic because the heading has the word mancala in it.* **10 points** = *It is about mancala. It is the heading.*

30 points

2. What is the intent of the author? |AP|
 - a. to teach the reader strategies for playing mancala
 - b. to explain to the reader how to make a mancala board
 - c. to entertain the reader with stories about mancala games
 - d. to inform the reader about an unusual game from Africa

How do you know?

20 points = *I know this is the intent of the author because I learn about mancala. I learn that it is from Africa. I learn how people play mancala. I learn how you win the game.* **15 points** = *I know this is the intent of the author because I learn about mancala. I learn that it is from Africa.* **10 points** = *I learn about mancala and that it is from Africa.*

20 points

3. What happens if you drop one of your stones in an empty hole? |CE|

20 points = If you drop one of your stones in an empty hole, you capture that stone and put it in your store. You also capture all the stones that are in the opposite hole. They also go in your store. **15 points** = If you drop one of your stones in an empty hole, you capture it and all the stones that are in the opposite hole. **10 points** = You capture it and all the stones in the opposite hole.

20 points

4. Summarize the text using at least three important details and information from your graphic organizer. |SU|

20 points = Mancala is a game from Africa. It is played with a special board and stones, marbles, or seeds. Two players move their stones around the board. They try to capture their own stones and their opponent's stones. The player with the most stones at the end of the game wins. **15 points** = Mancala is from Africa. It is played with a special board and stones. Players move their stones around the board. They try to capture stones. The player with the most stones at the end wins. **10 points** = Mancala is from Africa. It is played with a board and stones. Players move their stones. They try to capture stones. The player with the most stones wins.

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. click *clack*

5 points

2. pair *double*

5 points

3. happy *joyful*

5 points

4. nearing *approaching*

Building Meaning

clever	master	invented	similar
match	surround	designs	remove

10 points

5. Write a meaningful sentence for the word *remove*.

10 points = *The teacher had to remove the misbehaving student from the classroom because he was distracting his classmates.* **5 points** = *The teacher had to remove the misbehaving student from the classroom.* **1 point** = *The teacher had to remove the misbehaving student.*

10 points

6. The lions tried to surround the herd of gazelle, but the gazelle were able to escape.

10 points

7. My art teacher always likes the designs I add to my clothes with special paints.

Designs means—

- pictures.*
- beads.
- labels.
- words.

10 points

8. My brother invented a great new game for us to play inside on rainy days.

10 points

9. Joni and Daytona are very similar because they both take ballet class.

Similar means—

- athletic.
- different.
- alike.*
- simple.

10 points

10. Alexis challenged me to a match of checkers to determine who got to choose the movie to watch that night.

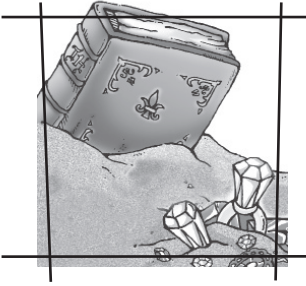
10 points

11. The squirrel was very clever and soon figured out how to get seeds from the birdfeeder. *Clever* means—

- impatient.
- smart and tricky.*
- slow and simple.
- unsure.

10 points

12. I work very hard during my clarinet lessons so I can master it and play in an orchestra.

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

Set the Stage

- Introduce the writing goal.

Today you will write a set of rules for the sport or game you created last cycle. Having a list of rules is very important for any sport or game. Players need to know what is allowed or not allowed during game play. You and your classmates will add your rules to your book of sports and games.

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, creating a set of rules.

Have you ever bought a new board game and had to figure out how to set the game up and play it? You were most likely able to find the rules for the game on the box lid or in a small booklet in the box. How do you know the rules for a sport? Nowadays, people can look up the rules for a sport on the Internet. You also learn the rules through practice, and every sport has a rule book that coaches and referees use. Every sport or game needs a set of rules and instructions.

- Ask students if they can provide examples of rules for a sport or game they know. Randomly select a few students to share.
- Display the following set of rules for playing Go fish!

Blackline master provided.

Rules for Playing Go fish!

Players: 2–6

Equipment: standard deck of fifty-two cards (jokers removed)

1. The dealer deals five cards to each player (seven cards if there are only two players). Players may look at their cards as they get them.
2. The remaining cards are left in a stack called the *stock*.
3. The player to the left of the dealer begins. The player asks another player for a specific card (for example, a jack.). The beginning player must already have at least one of the requested cards in his or her hand.
4. If the player who is asked has the requested card in his or her hand, he or she must give the asking player all cards of this rank. (For example, if the player has two jacks in his or her hand, he or she must give both up.)
5. If the player who is asked does not have the requested card, he or she tells the asking player to, “Go fish!” The asking player then draws a card from the stock. If this card is the same as the card that he or she requested, the player shows the card and gets another turn. If it is not the same, the player collects the card, and the player to his or her left goes next.
6. When a player has collected four of the same card (for example, all four jacks), he or she shows the cards to the other players and lays them facedown. This is called a *book*.
7. Players continue until one player runs out of cards and wins or the stock runs out. If the stock runs out, players will count their books. The player with the most books wins.

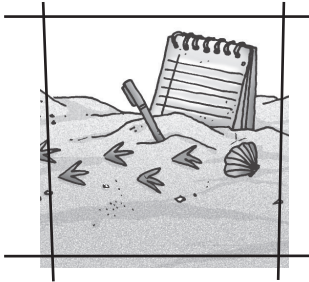


- Use **Team Huddle** to have students identify how these rules are organized and what information is provided. Use **Random Reporter** to select students to share.

A set of rules should be well organized and easy for players of all ages to follow. Let’s take a look at the rules for the card game Go fish! What information is provided for people who want to play Go fish!? *The number of people who can play at one time. The equipment needed to play. Good. This is important. This helps you figure out if you have the right number of people and right equipment to play. How are the instructions organized? What text features help keep them organized?* *The instructions are arranged in a list. The list is numbered. Right. How do the instructions explain the game?* *The instructions explain how to start and then explain one turn in the game. They go through the turn from start to finish. Good. A sequence of events is important when writing rules. Do the instructions list all the possibilities that might happen while playing the game?* *Yes. The instructions explain how to deal the cards if there are only two players.*

The instructions explain what happens when a player can get the card that he or she asks for and what happens when he or she has to “Go fish!” **Right. You want to make sure your sport’s or game’s rules are fully explained.**

- Tell students that they will create lists of rules to help other people play their sports and games.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will create a list of rules for the sport or game you created last 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.

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Writing Prompt

Write an official set of rules for the sport or game you created last cycle. Your rules should be clearly written so first-time players can easily understand them. You should have at least five rules for your sport or game. Your set of rules should include a title and information about the number of players or teams and what equipment is needed. As you write your rules, think about how you want the game to be played, the number of points given, or what counts as a penalty or foul in the sport or game.

Scoring Guide

You write at least five rules for your sport or game.	15 points each (75 points maximum)
Your rules are clearly written and easy to understand.	10 points
Your set of rules includes a title and information about the number of players or teams and what equipment is needed to play.	5 points
You consider game play, points, or penalties in your rules.	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 web. This will help us put our thoughts in the right order as we write our sets of rules.

- 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 their partners can help them determine whether their instructions are clear and easy to understand.

One of your guidelines is that the rules for your game should be clearly written and easy to understand. A game that is too complicated or that has hard-to-understand rules is not very fun. Players, especially first-time players, might get frustrated with the game! You can help your partners determine if their rules need to be more clearly written or if they are too complicated. Remember, you are all first-time players of these sports and games!

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

Blackline master provided.

Official Rules of Padinko

Players: Two teams of eight (sixteen players total)

Equipment: badminton rackets, shuttlecocks, and hoops, no more than three feet in diameter

1. First, two players will try to hit the shuttlecock to their teammates.
2. Players will try to move the shuttlecock across the field to their opponents' goal using any kind of passing necessary. Players may pass forward, backward, or to either side. Each goal is worth twenty points.
3. Once a player receives the shuttlecock, he or she may not move. The player may pivot on one foot to pass the shuttlecock to another player on his or her team.
4. A player may only have possession of the shuttlecock for ten seconds.
5. Players may not touch the shuttlecock with their hands during game play on the field. Players must scoop up the shuttlecock with their rackets.
6. The game clock will be set for thirty minutes. The team with the most points at the end of play wins.



- Use **Team Huddle** to have students discuss what the author of these rules might want to change or make clearer for first-time players. Use **Random Reporter** to select students to share.

Here are some rules for a new game called Padinko. Let's go through the rules and make sure everything is clear. We should be able to read the rules and go out and play a game of Padinko today. First, is it made clear how many people and what equipment we need to play the game? Yes. The author explains how many teams and players we need. The author also explains all the equipment we need. Good. That will help us get started when playing. Let's look at the first rule. Do you think this is clear? Why or why not? (Answers may vary.) The rule is not clear. It does not really explain how the game starts. How do the two players try to hit the shuttlecock to their teammates? Good catch. The creator of Padinko might need to think about this rule a bit. He or she might want to say that a referee tosses the shuttlecock in the air or that the players run up to it and try to scoop it up first. Is the second rule easy to understand? Yes. Good. How about the third rule? Yes. Right. Is the fourth rule as clear as it could be? Why or why not? (Answers may vary.) No. It does not explain what happens if the player does not get rid of the shuttlecock. Right. The author might add on to this rule or add another rule that explains penalties. The author could explain whether the team loses the shuttlecock or if they have to move somewhere else on the field. Is rule #5 easy to understand? Yes. Do you think rule #6 is in the right place, or is there a better place to put it? (Answers may vary.) Rule #6 should be the first rule. It should explain

how long the game lasts before explaining how to play it. That is a good suggestion. The creator of this game can make his or her rules a lot easier to understand with the suggestions you have made.

- Tell students to help their partners by identifying where their rules may need more explanation or another rule should be added.
- 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.

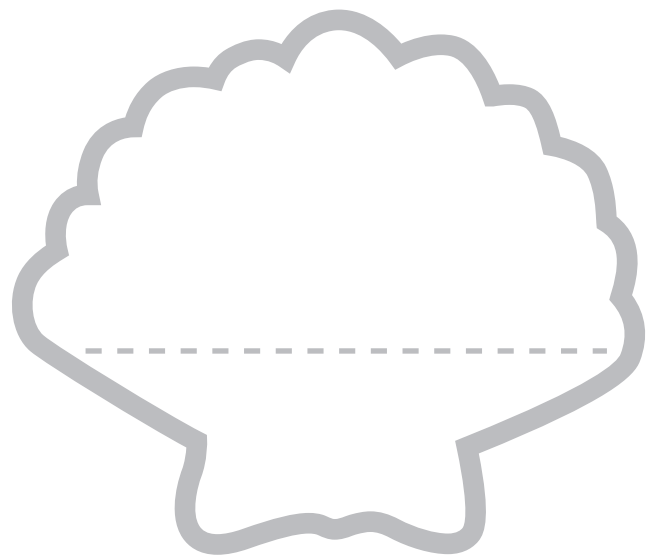
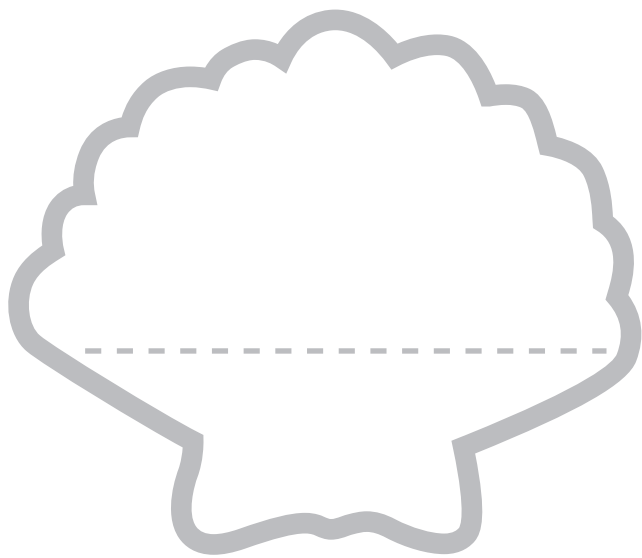
Editing

- 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?



Rules for Playing Go fish!

Players: 2–6

Equipment: standard deck of fifty-two cards
(jokers removed)

1. The dealer deals five cards to each player (seven cards if there are only two players). Players may look at their cards as they get them.
2. The remaining cards are left in a stack called the *stock*.
3. The player to the left of the dealer begins. The player asks another player for a specific card (for example, a jack.). The beginning player must already have at least one of the requested cards in his or her hand.
4. If the player who is asked has the requested card in his or her hand, he or she must give the asking player all cards of this rank. (For example, if the player has two jacks in his or her hand, he or she must give both up.)

5. If the player who is asked does not have the requested card, he or she tells the asking player to, “Go fish!” The asking player then draws a card from the stock. If this card is the same as the card that he or she requested, the player shows the card and gets another turn. If it is not the same, the player collects the card, and the player to his or her left goes next.
6. When a player has collected four of the same card (for example, all four jacks), he or she shows the cards to the other players and lays them facedown. This is called a *book*.
7. Players continue until one player runs out of cards and wins or the stock runs out. If the stock runs out, players will count their books. The player with the most books wins.

Official Rules of Padinko

Players: Two teams of eight (sixteen players total)

Equipment: badminton rackets, shuttlecocks, and hoops, no more than three feet in diameter

1. First, two players will try to hit the shuttlecock to their teammates.
2. Players will try to move the shuttlecock across the field to their opponents' goal using any kind of passing necessary. Players may pass forward, backward, or to either side. Each goal is worth twenty points.
3. Once a player receives the shuttlecock, he or she may not move. The player may pivot on one foot to pass the shuttlecock to another player on his or her team.
4. A player may only have possession of the shuttlecock for ten seconds.

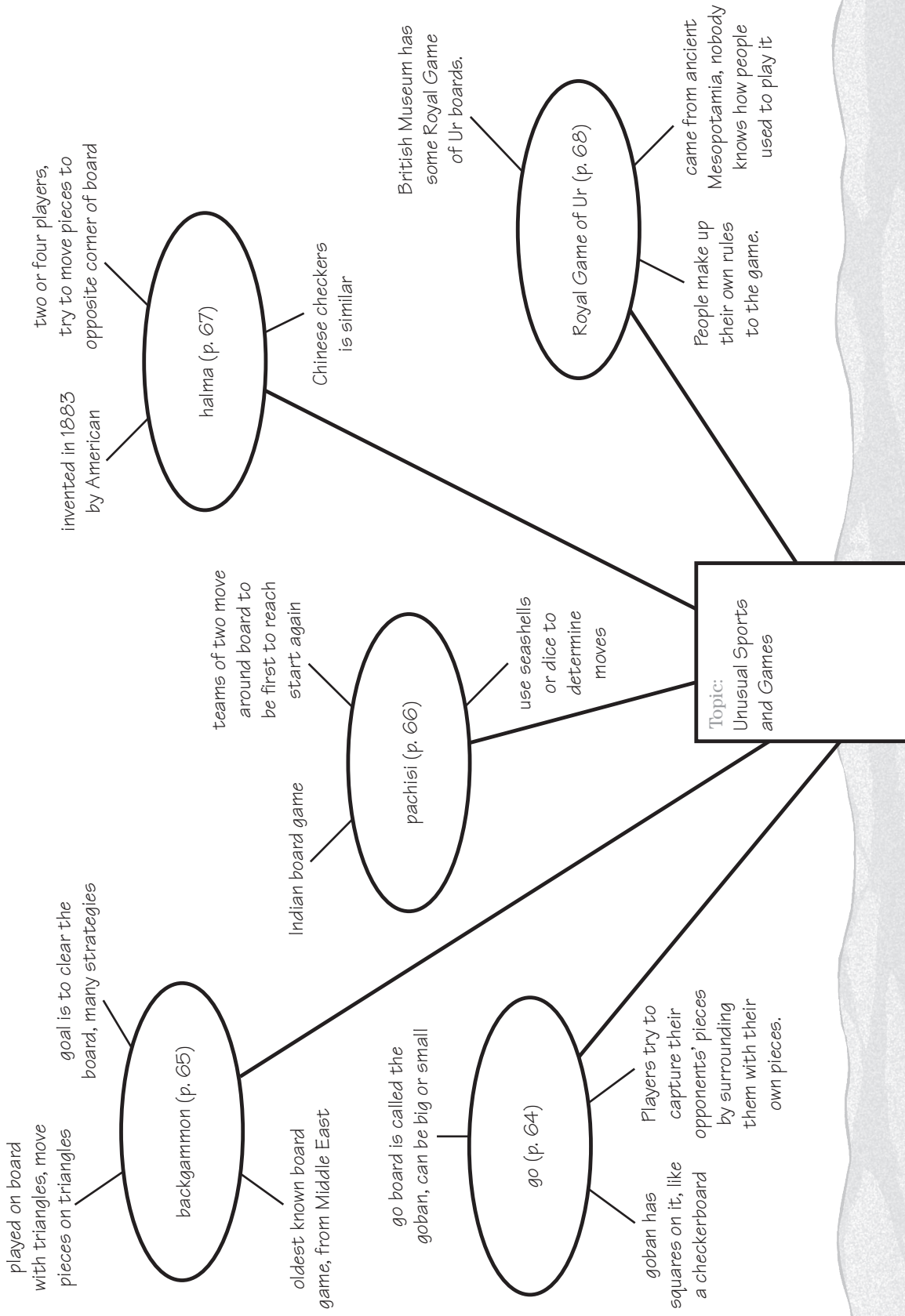
5. Players may not touch the shuttlecock with their hands during game play on the field. Players must scoop up the shuttlecock with their rackets.

6. The game clock will be set for thirty minutes. The team with the most points at the end of play wins.



Title: Sports and Games You Might Not Know, cycle 2

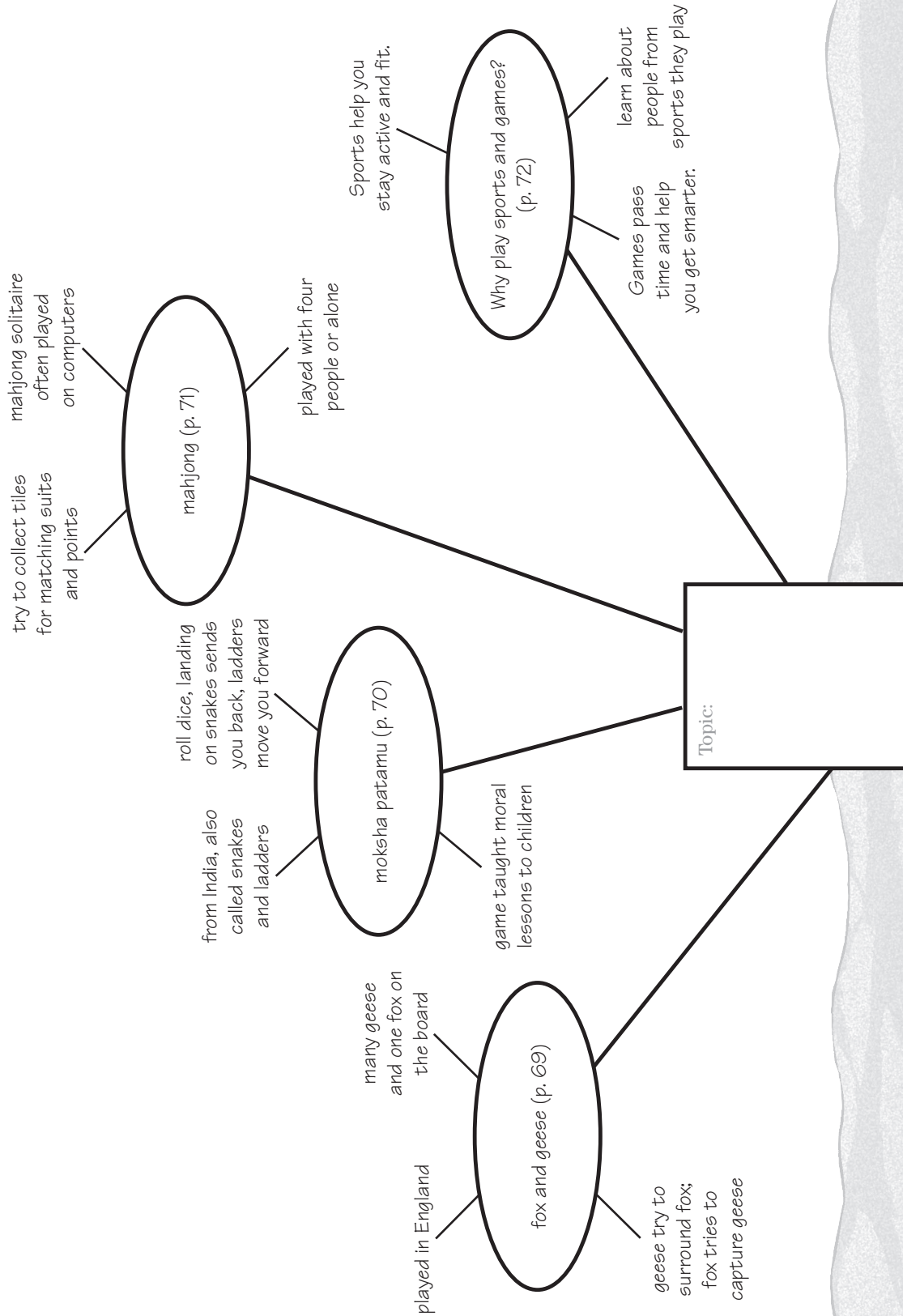
Idea Tree





Title: Sports and Games You Might Not Know, cycle 2, cont.

Idea Tree



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 3 / Sports and Games You Might Not Know
<p>English Language Arts Standards: Reading: Informational Text</p> <p>Key Ideas and Details</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
<p>English Language Arts Standards: Language</p> <p>Vocabulary Acquisition and Use</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>
<p>English Language Arts Standards: Writing</p> <p>Text Types and Purposes</p> <p>W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2b Develop the topic with facts, definitions, and details.</p>

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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 7. (Write-On)

Changes

Word	Identification Strategy	Definition	Sentence
routine	rou- = /roo/ -tine = /teen/ chunk	usual way of doing things	My mom's <i>routine</i> is the same every day; she wakes up, has coffee, and then reads the paper.
snicker	chunk	short, mean laugh	I could hear the <i>snicker</i> from the kid behind me when I answered the question wrong.
focus	chunk	pay attention	Julie couldn't <i>focus</i> on the math problem because of the noise outside.
eventually	base word + ending	at last, finally	After a long time, the boring movie <i>eventually</i> came to an end.
continued	base word + ending	kept speaking or doing what one was doing	"And what's more," Mr. Johnson <i>continued</i> , "I don't like it when students are late to class."
stunned	base word + ending	shocked, amazed	We were <i>stunned</i> to hear the incredible news that our neighbor had won the lottery.
attend	chunk	go to	I <i>attend</i> Wilson Elementary, and I like it there because the teachers and other students are great.
gigantic	chunk	huge, very large	The <i>gigantic</i> skyscraper blocked out the sun.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 24 (paragraphs 1–5)	Page 24 (paragraphs 1–5) or 26 (paragraphs 1–4)	Page 24 (paragraphs 1–5), 26 (paragraphs 1–4), or 28 (paragraphs 1–4)

DAY 1

Team Talk

- Which of the following words means about the same as the word *perplexed* in the first paragraph?
 - angry
 - confused
 - interested
 - sorry

Tell how you know.
- Why does Adam's watch show a different time than the clock on the wall?
- How does Adam's behavior show that he is embarrassed about missing the time change?
- Choose the best list of important events for page 22 of the story.

<p>List A</p> <ol style="list-style-type: none"> Adam's parents are confused to find him awake. Adam is up an hour early. Adam misses the end of Daylight Saving Time. Adam is embarrassed. 	<p>List B</p> <ol style="list-style-type: none"> Adam's mom gives him a hug. Adam looks at the clock. Adam's dad laughs. Adam says, "Now I understand."
---	---

Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)

DAY 2

Team Talk

- Does Adam's dad know all the people at the door? Explain how you know.
- How does Adam try to ignore the people at the door? Does this work?
- Do you think Adam will learn what's going on? Give evidence that supports your prediction.
- Choose the best list of important events for page 24 of the story.

<p>List A</p> <ol style="list-style-type: none"> The doorbell rings. The couple's last name is Patel. Adam's father says, "They're here." Adam's parents answer the door. 	<p>List B</p> <ol style="list-style-type: none"> People are coming to the house. Adam's dad says he'll explain later. Adam wonders what is going on. Adam's parents meet people at the door.
---	--

Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)

Skill Practice

Write each word in your journal. Then write the base word and ending of each word. Cross out any extra letters at the ends of the base words. Give a definition for each word. Draw a sailboat if you need help.

1. collected
2. normally

Building Meaning

routine	snicker	focus	eventually
continued	stunned	attend	gigantic

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
4. Draw a picture to show your understanding of the word *gigantic*.

DAY 3

Team Talk

1. Adam most likely sits up straight when his parents talk to him because—
 - a. he knows sitting up straight is good for his posture.
 - b. he is uncomfortable slouching on the couch.
 - c. he wants to show that he is listening to them.
 - d. he is really just stretching his back from sitting.
2. Explain why the Patels visit Adam's house.
3. How does Adam react to the news his parents give him?
4. Choose the best list of important events for page 26 of the story.

List A

- a. Adam's dad says it's time to talk.
- b. Adam learns he is going to move.
- c. Adam learns his parents are going to adopt a baby.
- d. Adam is stunned by the changes.

List B

- a. Adam's father turns off the television.
- b. Adam sits up straight.
- c. Adam's dad laughs at Adam's question.
- d. Adam learns about the new baby.

Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)

Skill Practice	<p>Write each word in your journal. Then write the base word and ending of each word. Cross out, or patch in, any extra letters at the ends of the base words. Give a definition for each word. Draw a sailboat if you need help.</p> <p>1. stripped 2. flatly</p>
----------------	--

Building Meaning	routine	snicker	focus	eventually
	continued	stunned	attend	gigantic
	<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 state was <u>stunned</u> when the governor unexpectedly quit her job. <i>Stunned</i> means—</p> <ul style="list-style-type: none"> a. pleased. b. unaffected. c. interested. d. shocked. 			

DAY 4

Team Talk	<p>1. What is one thing that will still be the same in Adam’s life?</p> <p>2. Do you think Adam’s parents kept his needs in mind when they bought the new house? Support your answer.</p> <p>3. Do you think Adam has a good attitude about change? Support your answer.</p> <p>4. Choose the best list of important events for page 28 of the story.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>List A</p> <ul style="list-style-type: none"> a. Adam learns he won’t change schools. b. Adam’s dad tells him more. c. Adam’s dad says they’ll see the house later. d. Adam won’t have to share a bedroom. </td> <td style="width: 50%; vertical-align: top;"> <p>List B</p> <ul style="list-style-type: none"> a. Adam learns he won’t change schools. b. Adam learns about his gigantic new bedroom. c. Adam will get his own bathroom. d. Adam begins to change his mind about the new changes. </td> </tr> </table> <p>Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)</p>	<p>List A</p> <ul style="list-style-type: none"> a. Adam learns he won’t change schools. b. Adam’s dad tells him more. c. Adam’s dad says they’ll see the house later. d. Adam won’t have to share a bedroom. 	<p>List B</p> <ul style="list-style-type: none"> a. Adam learns he won’t change schools. b. Adam learns about his gigantic new bedroom. c. Adam will get his own bathroom. d. Adam begins to change his mind about the new changes.
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending of each word. Cross out, or patch in, any extra letters at the ends of the base words. Give a definition for each word. Draw a sailboat if you need help.</p> <p>1. nailed 2. hated</p>
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Building Meaning	routine	snicker	focus	eventually
	continued	stunned	attend	gigantic
	<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. Choose the word that best fits in the blank.</p> <p>Gina ignored her brother so she could _____ on the show she was watching.</p>			

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 story short.</p>								
Scoring Guide	<table border="1"> <tr> <td>The story includes all the important elements, and it makes sense.</td> <td>35 points</td> </tr> <tr> <td>The story leaves out less-important events and details.</td> <td>35 points</td> </tr> <tr> <td>The story is short enough to tell to a young child.</td> <td>20 points</td> </tr> <tr> <td>The story is written in complete sentences.</td> <td>10 points</td> </tr> </table>	The story includes all the important elements, and it makes sense.	35 points	The story leaves out less-important events and details.	35 points	The story is short enough to tell to a young child.	20 points	The story is written in complete sentences.	10 points
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The story is written in complete sentences.	10 points								

Changes

Word	Identification Strategy	Definition	Sentence
recently	base word + ending	lately, not long ago	I've <i>recently</i> been doing well in school because I've been studying a lot.
responded	base word + ending	answered	When the judge asked a question, the lawyer <i>responded</i> quickly.
cramped	blend	tight, too small, not comfortable	Mikey had outgrown his shoes; they felt <i>cramped</i> and gave him blisters.
glanced	base word + ending	looked quickly	Jacques <i>glanced</i> down at the cue card so he could remember his lines during play rehearsal.
ample	chunk	plenty, more than enough	You will have <i>ample</i> time to complete the test, so there's no need to hurry.
task	blend	chore, something you've been assigned to do	Everyone has a <i>task</i> on Saturdays, and mine is mowing the lawn.
locate	chunk	find, discover after searching for	It didn't take long to <i>locate</i> the kitten hiding in the shoe box because we could all hear its meows.
anxious	-xious = /shus/ chunk	nervous, on edge, uneasy	Martina was <i>anxious</i> before the big exam.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 33 (paragraphs 1–3)	Page 33 (paragraphs 1–3) or 35 (paragraphs 2 and 3)	Page 33 (paragraphs 1–3), 35 (paragraphs 2 and 3), or 37 (paragraphs 1–3)

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. Why is Maria happy about moving? 2. How is Adam’s new home similar to Maria’s? 3. At the end of page 31, you can tell that Adam is— <ol style="list-style-type: none"> a. slightly worried. b. very confident. c. very concerned. d. completely relaxed. 4. Write a summary of page 31 using at least three important events from the story. (Write-On)
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Why does Adam have to spread his books out on his bed and sit on the floor to study? 2. What does Adam’s mom think about how Adam is dealing with the upcoming changes? How can you tell? 3. Compared with yesterday’s reading, how does Adam feel at the end of today’s reading? <ol style="list-style-type: none"> a. more worried b. less positive c. more positive d. less relaxed 4. Write a summary of page 33 using at least three important events from the story. (Write-On)
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Skill Practice	<p>Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help.</p> <p>1. where’s 2. can’t 3. who’s 4. we’ll</p>
----------------	--

Building Meaning	recently	responded	cramped	glanced
	ample	task	locate	anxious
<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 6. Which of the following is something that might make you <u>anxious</u>? <ol style="list-style-type: none"> a. reading a comic book b. a barking, growling dog c. making an after-school snack d. talking with your best friend 				

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. Why do you think Adam’s parents give him boxes, tape, and a marker? Explain your answer. 2. From his memories about his toys, you can tell that Adam— <ol style="list-style-type: none"> a. wants new toys for his new room. b. would rather read books. c. doesn’t play with his toys very much. d. has a good imagination. 3. Adam is sad as he packs, but he keeps packing anyway. What does this say about Adam? 4. Write a summary of page 35 using at least three important events from the story. (Write-On)
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Skill Practice	<p>Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help.</p> <ol style="list-style-type: none"> 1. they’d 2. haven’t 3. you’re 4. it’ll
----------------	---

Building Meaning	recently	responded	cramped	glanced
	ample	task	locate	anxious
	<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 6. Which of the following is not something that might make you <u>anxious</u>? <ol style="list-style-type: none"> a. diving off the high-dive board b. flying for the first time c. learning to ride a bicycle d. eating an ice-cream cone 			

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. The pancakes are just as good in the new house as they were in the old house. Do you think this is important to Adam? Why or why not? 2. Which of the following changes has Adam not experienced yet? <ol style="list-style-type: none"> a. moving to a new house b. living with a new baby brother c. eating pancakes in a new house d. getting a new bedroom 3. Why does Adam’s dad have another surprise for Adam? 4. Write a summary of page 37 using at least three important events from the story. (Write-On)
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Skill Practice	<p>Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help.</p> <p>1. why'd 2. he's 3. they'll 4. wasn't</p>
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Building Meaning	recently	responded	cramped	glanced
	ample	task	locate	anxious
	<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.</p> <p>The cabin on the boat was _____, so Joelle decided to spend a lot of time on deck.</p>			

DAY 6

Writing Prompt	<p>Imagine that you are Adam, and you have been very busy preparing for the move to your new home and the arrival of your new brother. You want to write a journal entry that summarizes at least five of the most-important things that happen during this cycle's reading. Think of the main ideas from this cycle's reading. With your partner, decide on four or five of the less-important events that should be left out of the journal entry. Remember that your journal entry should make sense when you remove the less-important details. Also make sure that you use the form of a journal entry, which includes a date, greeting, body, and signature.</p>
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Scoring Guide	The journal entry includes at least five of the most-important events from this cycle's reading.	40 points
	The journal entry leaves out less-important ideas.	20 points
	The important ideas make sense when they are written together.	20 points
	The journal entry is in the correct format and includes a date, greeting, body, and signature.	20 points

Summarizing Saves the Animals: Samburu

DAY 1

Team Talk

1. What text features did you find in the article that helped you identify the topic?
2. Adam had a different opinion about the topic of the article. What did Adam think the topic was? Why did he think that?
3. Adam, Tori, Rachel, and Zach have to summarize Dr. Nick’s article. To develop the summary, which of the following questions should they ask themselves?
 - a. What do leopards do at night?
 - b. What is the most-important information about leopards?
 - c. Do leopards eat at night?
 - d. Why don’t leopards sleep at night?Why did you pick that question? (Write-On)

Bakiri’s Challenge

Bakiri is writing a book of his own, called *Animals of Samburu*. He has sent us chapter 1. He’s wondering if you can identify the topic of chapter 1, “There’s a Wild Thing in My Bedroom!” just by surveying the text features. I want you to work with your partner to identify the topic.

DAY 2

Team Talk

1. What was the most difficult part of restating page 2? Why?
2. Adam told his teammates to look for Dr. Nick’s most-important events or ideas, not just things that interest them in the article. Do you agree with him? Why?
3. What clues helped you find the main idea of the section “What’s for Dinner?” Was there one sentence that told you the main idea? Or did you have to read the section and think about what Dr. Nick was mostly saying? Or did you use a combination of the two?
4. How did the Summarizing Strategy Card help you find the main idea? (Write-On)

Bakiri’s Challenge

Bakiri wants you to find the important events or ideas and supporting details in chapter 1 of his book, *Animals of Samburu*. With your partners, read and restate “There’s a Wild Thing in My Bedroom!” and identify the important events or ideas and supporting details. Record these on an idea tree. Remember, sometimes the main idea is easy to find. It might be in the first sentence of a section. But sometimes you have to read the whole passage to find the main idea.

DAY 3

Team Talk

1. Tori suggested that her team combine two ideas: “Leopards need protection from people who cut down forests,” and “Leopards need protection from people who build on the land leopards live on,” into one statement. Do you remember how Tori combined them? Do you think that was a good suggestion? Why or why not?
2. Bakiri said that when you fill in the idea tree, it’s okay to put ideas and details in your own words. When you compared your idea tree for pages 3 and 4 with the one in the video, did you find that you picked out some of the same ideas and details, but put them in different words? Which ideas and details? Did you use more or fewer words than the students at Samburu? (Write-On)

Bakiri’s Challenge

Some time ago, when Rachel, Zach, Tori, and Adam first arrived in Samburu, Bakiri asked them to read and restate chapter 1 of his book, *Animals of Samburu*. They did as Bakiri asked and filled in an idea tree for the chapter “There’s a Wild Thing in My Bedroom!” With your team, compare your idea tree for the text with the one filled in by Rachel, Zach, Tori, and Adam. Discuss the differences. Would you change anything on your idea tree now? Explain why.

DAY 4

Team Talk

1. How does your written summary compare with that of Rachel, Zach, Tori, and Adam? Is your summary longer or shorter? Is it as clear as theirs or clearer? Does it have fewer or more details? (Write-On)
2. How did your partner’s feedback help you improve your summary?
3. Did Dr. Nick answer your questions about leopards? What did you learn? If he didn’t answer your questions, what’s one interesting fact that you learned about leopards?

Bakiri’s Challenge

Because you’ve become so good at summarizing, Bakiri would like you and your partner to select a branch or two of the idea tree you filled in for “There’s a Wild Thing in My Bedroom!” and to write a summary of it. First, talk about what to write. Then, write your summary on every other line of a piece of paper. Use the blank lines underneath to revise it.

DAY 5

Team Talk

1. What is one question you had before you began reading?
2. On your idea tree, write the main idea and important supporting details from the section titled “How Humans Use Poison Dart Frogs.”
3. Use the information you have written on your idea tree to write a brief summary of the section “How Poison Dart Frogs Become Dangerous.” (Write-On)

Sports and Games You Might Not Know

Word	Identification Strategy	Definition	Sentence
compete	chunk	play against someone else, try to win	The two best spellers will <i>compete</i> to see who spells the best tomorrow at the spelling bee.
object	chunk	main goal, aim	The <i>object</i> of this test is to see how much you've learned.
opposing	base word + ending	on the other side, rival	Joe looked across the field at the <i>opposing</i> players and knew it would be a tough game.
teammates	compound word	others on your team	Martina's <i>teammates</i> play so well together that they almost always win.
smash	blend	ram, bang into	The slippery ice made the car slide on the road and then <i>smash</i> into the hedges, but no one was hurt.
constantly	base word + ending	nonstop	I really like my teachers, so I <i>constantly</i> pay attention in class.
enables	base word + ending	makes possible, allows	Being tiny <i>enables</i> mice to crawl through little cracks in the floor.
motion	chunk	movement	The teacher made a <i>motion</i> to tell me to come in.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 60 (paragraphs 2 and 3)	Page 60 (paragraphs 2 and 3) or 58 (paragraph 2)	Page 60 (paragraphs 2 and 3), 58 (paragraph 2), or 62 (paragraphs 1 and 2)

DAY 1

Team Talk

1. Which of the following is the most-important idea on page 56?
 - a. Canadians play a lot of hockey.
 - b. One curler shouts directions at teammates.
 - c. Curling is a sport played on ice.
 - d. Curling is one of the most popular winter Olympic sports.

Tell why you chose the answer you did. (Write-On)

2. How is the playing surface for bocce different from the one for curling?
3. What must happen for a player to score in cricket?
4. Why do you think the author includes a picture of a cricket bat and ball on page 58?

DAY 2

Team Talk

1. Which of the following is the most-important idea on page 60?
 - a. Rugby is a rough and tough English sport.
 - b. You can run with a rugby ball in your hands.
 - c. Rugby players don't wear pads.
 - d. It's an action packed sport.

Tell why you chose the answer you did. (Write-On)

2. Why is the takraw ball so light?
 - a. It is full of helium.
 - b. It is smaller than a volleyball.
 - c. It is made of woven reeds.
 - d. It is meant to hit hard.
3. Use sequence words to describe how to play jai alai.
4. Is the statement "The object of [footbag] is to get a hack," a fact or an opinion? How can you tell?

Skill Practice

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

1. snowflake
2. barefoot

Building Meaning

compete

object

opposing

teammates

smash

constantly

enables

motion

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.

Juan aimed carefully because he knew the _____ of the game was to hit the mark, not just get near it.

DAY 3

Team Talk	<ol style="list-style-type: none"> Why do curling players brush the ice in front of the sliding stone with brooms? The main idea of page 56 was that curling is a sport played on ice. Which of the following is not an important detail about curling? <ol style="list-style-type: none"> There are four players on a curling team. Curlers brush the ice with brooms to help the stone glide to a circle. The team with the most stones in the middle of the circle wins. Curling is strange but fun to play. <p>Use the important details from the choices to write a summary about the section. (Write-On)</p> According to the text, where are you likely to find people playing bocce in the United States? <ol style="list-style-type: none"> in Italian neighborhoods in cities in Egyptian neighborhoods in cities in neighborhoods once occupied by Romans in any location with a strip of grass or dirt Tell at least one way that cricket is played differently from baseball.
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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. Define each word. Draw a sailboat if you need help.</p> <ol style="list-style-type: none"> rattlesnake sunlight
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Building Meaning	compete	object	opposing	teammates
	smash	constantly	enables	motion
	<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. With one quick <u>motion</u> of his hand, the magician made the rabbit disappear. <i>Motion</i> means— <ol style="list-style-type: none"> sparkle. handshake. glove. movement. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> How can you tell that rugby can be a dangerous game? How is takraw similar to volleyball? How is it different? Why do jai alai players want their opponents to miss or drop the ball? Use information from your idea tree to write a summary of this cycle of <i>Sports and Games You Might Not Know</i>. (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. Define each word. Draw a sailboat if you need help.</p> <p>1. sunrise 2. firefly</p>
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Building Meaning	compete	object	opposing	teammates
	smash	constantly	enables	motion
	<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. Choose the word that best fits in the blank.</p> <p>To knock down the building, they will _____ a wrecking ball into its walls.</p>			

DAY 6

Writing Prompt	<p>Invent your own sport or game. Write a descriptive paragraph to describe your new sport or game to others. Give your paragraph a heading that tells the name of your sport or game. In your paragraph, provide details about the number of teams or players needed to take part in the activity. Explain what equipment players use and what kind of surface or board the sport or game is played on. Provide at least two other details about your sport or game. At the end of the lesson, your class will put together a book of sports and games.</p>
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Scoring Guide	Your paragraph has a heading that tells the name of the sport or game.	15 points
	You describe the number of teams or players needed to take part in the activity.	15 points
	You explain what equipment players use and what kind of surface or board the sport or game is played on.	20 points each (40 points maximum)
	You provide at least two other details about your sport or game.	15 points each (30 points maximum)

Sports and Games You Might Not Know

Word	Identification Strategy	Definition	Sentence
clever	chunk	smart and tricky, sly	The <i>clever</i> fox hid quietly in the bushes, waiting for the chickens to walk by.
master	chunk	become very good at	I studied judo for years so I could <i>master</i> it.
invented	base word + ending	made up, created, thought up	Thomas Edison <i>invented</i> many things such as the lightbulb.
similar	chunk	alike	Joe and John are twins, so they are <i>similar</i> in many ways.
match	blend	one game	The tennis <i>match</i> between Julia and Hector lasted two hours.
surround	chunk	make a circle around, cover on all sides	The ants tried to <i>surround</i> the piece of fruit so no other creatures could reach it.
designs	-s = /z/ base word + ending	pictures, artwork	My robe has colorful fancy <i>designs</i> all over it.
remove	prefix + base word	take away	The doctor tried to <i>remove</i> the bee's stinger from my knee.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 69 (paragraph 1)	Page 69 (paragraph 1) or 67 (paragraphs 2 and 3)	Page 69 (paragraph 1), 67 (paragraphs 2 and 3), or 71 (paragraphs 1 and 2)

DAY 1

Team Talk	<ol style="list-style-type: none"> Which of the following best describes the main idea of paragraph 4 on page 65? <ol style="list-style-type: none"> Backgammon is an easy game to learn. It takes practice to master backgammon. Backgammon has a very basic game play. Anyone can play backgammon well right away. What is the main idea from the section titled “The Oldest Game”? Why do you think this is the main idea? (Write-On) How is pachisi played differently from backgammon? Why do you think halma is also called hoppity?
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DAY 2

Team Talk	<ol style="list-style-type: none"> What is the main idea from the section titled “Unequal Teams”? Why do you think this is the main idea? (Write-On) What happens if a player lands on a moksha? <ol style="list-style-type: none"> The player is punished for cheating in the game. The player automatically loses the game. The player slides toward the top of the board. The player slides toward the bottom of the board. Which do you think was created first, four-player mahjong or mahjong solitaire? How can you tell? Is the statement “These sports and games are all fun,” a fact or an opinion? How can you tell?
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Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. marsh 2. doze 3. worn 4. improve</p>
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Building Meaning	clever	master	invented	similar
	match	surround	designs	remove
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word. Draw a picture to show your understanding of the word <i>surround</i>. 			

DAY 3

Team Talk

1. Why do you think the author includes the picture of an Egyptian person playing a game on page 65?
2. The main idea of the section titled “The Oldest Game” was the game of backgammon. Use supporting details from your idea tree to write a summary about this section. (Write-On)
3. How does the author help you understand the game of pachisi with the image of the board?
4. Unlike in checkers, what doesn’t happen **after** you hop over another marble in halma?
 - a. You do not remove the jumped marble.
 - b. You take away the player’s marble.
 - c. You get to king one of your marbles.
 - d. You get to add the marble to your pieces.

Skill Practice

Write a synonym for each of the following words.

1. exist
2. greet
3. shadow
4. alarmed

Building Meaning

clever	master	invented	similar
match	surround	designs	remove

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
6. My puppies look similar except that Mazie has a white spot on her chest, and Domo doesn’t. *Similar* means—
 - a. different.
 - b. unique.
 - c. alike.
 - d. alone.

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. What happens when the fox jumps over a goose on the board? <ol style="list-style-type: none"> a. The goose player loses a piece. b. The goose is turned into a fox. c. The fox player wins the game. d. The fox eats the goose and gets bigger. 2. Why do you think the creators of moksha patamu used a game to teach good and bad behaviors? Support your answer. 3. How is a set of mahjong tiles similar to a deck of cards? 4. Use information from your idea tree to write a summary of this cycle of <i>Sports and Games You Might Not Know</i>. (Write-On)
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Skill Practice	<p>Write a synonym for each of the following words.</p> <p>1. beginner 2. notice 3. ask 4. allow</p>
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Building Meaning	clever	master	invented	similar
	match	surround	designs	remove
	<ol style="list-style-type: none"> 5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 6. Choose the word that best fits in the blank. Giorgio made a _____ move that took me by surprise during our chess game. 			

DAY 6

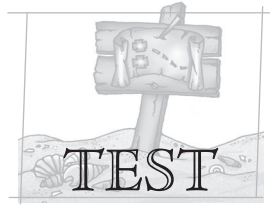
Writing Prompt	<p>Write an official set of rules for the sport or game you created last cycle. Your rules should be clearly written so first-time players can easily understand them. You should have at least five rules for your sport or game. Your set of rules should include a title and information about the number of players or teams and what equipment is needed. As you write your rules, think about how you want the game to be played, the number of points given, or what counts as a penalty or foul in the sport or game.</p>
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Scoring Guide	You write at least five rules for your sport or game.	15 points each (75 points maximum)
	Your rules are clearly written and easy to understand.	10 points
	Your set of rules includes a title and information about the number of players or teams and what equipment is needed to play.	5 points
	You consider game play, points, or penalties in your rules.	10 points

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Comprehension Questions

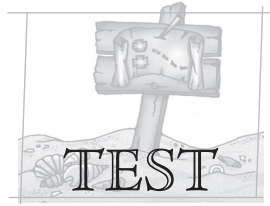
Read *Just Kickin' It*, and answer the following questions.

Just Kickin' It

1. Simon loved kickball. Kickball included elements of his two favorite games. He got to kick a ball like in soccer and he got to round bases like in baseball. Most of all, Simon liked being part of a team.
2. Simon's team was called Just Kickin' It. The team had boys and girls on it. His best friends, Kiana and Christopher, were on the team too. Christopher was the catcher. Kiana pitched. Simon played first base. They were all good at their positions. The rest of the team was good too.
3. But was Just Kickin' It as good as Keyon's Kickers? The two teams were the best in the league. They were going to play against each other in the championship game that weekend. Simon just knew his team could win.
4. Each day after school, the members of Just Kickin' It met at the Second Street fields. They all wanted to practice as much as they could. Each player practiced kicking, running, and fielding, or catching, the ball. They also practiced throwing the ball to one another. They needed all these skills to score points and to get the other team out.
5. As captain of the team, Simon told the other players what positions to play and the order in which they would kick. On Friday he praised the players for their best moments on the field. "Kevin, nice catch!" "Mac, excellent slide!" "Kiana, perfect pitch!" He knew that his team was better than Keyon's Kickers. So why was he nervous?
6. On Saturday morning, Simon's mom helped him feel better. She made him a nice breakfast of cereal and fruit. She had been watching the team practice each afternoon. She said, "Simon, don't be nervous. The Just Kickin' It players are great athletes. And remember, even if you don't win, that doesn't change your skills. Have fun playing the game." Simon thanked his mom and together they left for the field.
7. As Simon walked up to the field, he saw his team in their bright blue shirts. Kiana's dad, who is a printer, had put their numbers and names on their shirts. It really helped build team spirit! Keyon's Kickers had shirts too. Their shirts were red. Simon tried not to notice the other team as they practiced. He walked up to his own team and gathered them together in a circle.
8. Simon gave his usual talk. He even used some of the advice that his mom had given him. Then, Just Kickin' It said their team chant and took the field. From the very beginning of the game, Just Kickin' It looked great. They caught almost every ball Keyon's Kickers kicked. They threw the ball to one another to get runners out. But, most of all, each player on Just Kickin' It, kicked the ball to win. They had four homeruns by the sixth inning. They also had three base runs. They were winning 7-5.
9. The score at the end of the game was very close. Just Kickin' It won the game by a score of 8-7. Simon felt so good that he cheered with his team. "I knew we were better than them!" Kevin shouted. "Now wait," said Simon. "We did win and that's great. But we need to remember how close the game was. Let's go congratulate Keyon's Kickers." "You're right," Kevin replied. "Let's be good sports!" So Just Kickin' It lined up opposite Keyon's Kickers. Each team thanked the other for a good game as they slapped hands. As Simon walked through the line, he smiled. Congratulating the other team was maybe his favorite part of the sport!

1. Which story elements helped 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 3?
 - a. Just Kickin' It is one of the best teams.
 - b. Keyon's Kickers is one of the best teams.
 - c. Just Kickin' It is going to play Keyon's Kickers.
 - d. Simon knew his team could win the game.
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 5?
 - a. Simon tells everyone what they do well.
 - b. Kiana is an excellent pitcher.
 - c. Simon is the captain of the team and makes decisions.
 - d. Kevin makes a nice catch.

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



Comprehension Questions

Read page 29 of *Changes*, and answer the following questions.

1. Why does Adam's watch show a different time than the wall clock?
 - a. He didn't know to turn it back for the end of Daylight Saving Time.
 - b. His watch battery went dead an hour ago and needs to be replaced.
 - c. His dad is playing a trick on him to make him embarrassed.
 - d. He didn't wind his watch up before going to bed, so it slowed down.

2. Choose the best list of main ideas from your earlier reading.

List A

- a. Adam learns the new house has a big yard.
- b. Adam watches the football game on television.
- c. Adam listens to his parents.
- d. Adam greets the Patels when they come to see the house.

List B

- a. Adam learns his parents bought a new house.
- b. Adam wakes up early because Daylight Saving Time ends.
- c. Adam learns he will still go to the same school.
- d. Adam learns he will be getting a baby brother.

Tell why you chose the list you did. Why is the other list not the best one?

3. Why do you think Adam's dad tells the lunchbox story?
 - a. to show that he remembers important details about Adam's choices
 - b. to show that he doesn't care about what Adam has for lunch
 - c. to show that he knows how poorly Adam deals with change sometimes
 - d. to show that he thinks Adam should move on to using the blue lunchbox
4. Do you think Adam will come to like the new house? Give evidence that supports your prediction.

5. Choose the best list of main ideas from page 29 in the story.

List A

- a. Adam and his dad go to the new house.
- b. Adam admits that the house is pretty neat.
- c. Adam tells his dad he'll try to be happy.
- d. Adam's dad reminds Adam that change can be good.

List B

- a. Adam and his dad go to the new house.
- b. There is a football game on the radio.
- c. The car windows are foggy.
- d. Adam's dad reminds Adam that change can be good.

Tell why you chose the list you did. Why is the other list not the best one?

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

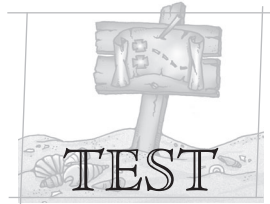
Write each word on your paper. Then write the base word and ending of each word. Cross out, or patch in, any extra letters at the ends of the base words. Give a definition for each word. Draw a sailboat if you need help.

1. teased 2. grossly 3. strummed 4. frightened

Building Meaning

routine	snicker	focus	eventually
continued	stunned	attend	gigantic

5. Write a meaningful sentence for the word *attend*.
6. When the hero lost the battle at the end of the movie, we were all _____ because we expected him to win.
7. “Listen closely, and focus on what I’m saying,” Mrs. Frazer said. *Focus* means—
- ignore.
 - don’t allow.
 - pay attention.
 - forget.
8. My after-school _____ involves eating a healthy snack and then working on my homework.
9. The gigantic airplane was towed slowly into the hangar for repairs. *Gigantic* means—
- huge.
 - tiny.
 - flimsy.
 - average.
10. “Also,” my mother _____, “you did a great job cleaning the house before the party.”
11. The student knew that if he worked hard enough, he would eventually get good grades. *Eventually* means—
- at most.
 - not ever.
 - not likely.
 - at last.
12. I heard a faint _____ when I tripped while walking to the front of the room, but I didn’t know who it was.



Comprehension Questions

Read page 38 of *Changes*, and answer the following questions.

1. What makes Adam feel slightly worried after he talks with Duke and Maria?
2. Why does Adam's dad have another surprise for Adam after the move?
 - a. He wants to reward Adam for being positive.
 - b. He wants to make Adam even more anxious.
 - c. He wants to punish Adam for being negative.
 - d. He wants to let Adam know things one at a time.
3. Write a summary of your earlier reading using at least three important events that happened in the story.
4. How are Adam's feelings while unpacking his things different from his feelings while packing them?
5. What does Adam do **after** he sees his new dog?
 - a. He thinks about how much he misses his old house.
 - b. He runs over to pet it.
 - c. He worries about having to deal with another change.
 - d. He takes it for a walk.

6. Write a summary of page 38 using at least three important events that happened in the story.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

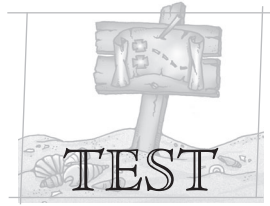
Write each word on your paper. For each word, write the two words that make up the contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. they're
2. she's
3. aren't
4. I'd

Building Meaning

recently	responded	cramped	glanced
ample	task	locate	anxious

5. Write a meaningful sentence for the word *glanced*.
6. “Our house will have _____ room for your party guests, so we don’t need to have the party somewhere else,” Tyree’s mom explained.
7. I couldn’t locate the house phone until someone called and I heard it ring. *Locate* means—
 - a. imagine.
 - b. lose.
 - c. find.
 - d. decorate.
8. We _____ adopted a puppy, so we’ve been working hard to train it to be good.
9. The scary movie left me feeling anxious about what could be hiding in dark corners. *Anxious* means—
 - a. nervous.
 - b. relaxed.
 - c. content.
 - d. excited.
10. I knew it was time for new shoes when my toes felt too _____ in my old pair.
11. “I will assign each of you a task that you are expected to complete by the end of each day,” Mr. Douglas explained. *Task* means—
 - a. test.
 - b. book.
 - c. movie.
 - d. chore.
12. Pablo was excited when his dog _____ to his call instead of continuing to chase the cat.



Comprehension Questions

Read “Amphibian in Tiger’s Clothing,” and answer the following questions.

Amphibian in Tiger’s Clothing

Range

North America

Description of Tiger Salamanders

Tiger salamanders (SAL-a-man-ders) are amphibians with yellow, gray, or yellowish-brown bodies and black or gray markings that look like tiger stripes. The largest land salamanders, these amphibians can grow up to fourteen inches long, although the average is between six and eight inches long. Salamanders may look like lizards, but they have no scales and are amphibians, like frogs.

Life In and Out of Water

Like all amphibians, tiger salamanders start life as larvae in ponds or calm streams. As larvae, tiger salamanders have gills and stay in the water until they develop lungs and legs. Then they are ready to move onto dry land. Tiger salamanders live in many habitats, usually near ponds and streams. Adult salamanders make burrows deep in the ground or move into other animals’ burrows. Some tiger salamanders, called water dogs, never grow into adults and live their whole lives as larvae in the water.

Keeping a Salamander as a Pet

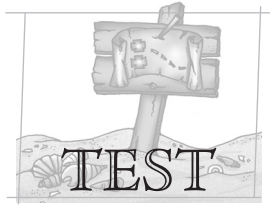
Tiger salamanders are popular pets. A tiger salamander needs a large tank. An aquatic, or larval, salamander will need a tank filled with about six inches of water with rocks to hide in. An adult salamander needs to burrow, so there should be dirt, bark chips, and moss in the tank instead of water. Salamanders need their homes cleaned often to stay healthy. They have very sensitive skin. Aquatic salamanders will eat water insects or worms; while adults can eat feeder insects.

Humans and the Tiger Salamander

Tiger salamanders have a habitat that stretches across North America, but in many places they are losing their homes. When humans cut down forests or drain wetlands, tiger salamanders are left with fewer places to live.

Acid rain, which is caused by pollution, also affects the salamanders because it turns their ponds acidic. These animals are also victims of roads and cars. Many are struck by cars as they travel to breeding grounds. Tiger salamanders are protected by the government in many locations.

1. What text features helped you predict the topic of this article? Write the topic on your idea tree.
 2. What is one question you had about the topic before you began reading the article?
 3. What is the main idea of the section titled “Description of Tiger Salamanders”?
 - a. what the tiger salamander looks like
 - b. preparing tiger salamanders for dinner
 - c. what to look for when hunting for salamanders
 - d. how tiger salamanders are different from lizards
 4. On your idea tree, write the main idea and important supporting details from the section titled “Life In and Out of Water.”
 5. What is the main idea of the paragraph titled “Keeping a Salamander as a Pet”?
 - a. catching tiger salamanders and their food in the wild
 - b. taking your salamander for a walk on a leash
 - c. keeping a salamander happy and healthy in an aquarium
 - d. teaching your salamander how to perform tricks
6. Use the information you wrote on your idea tree to write a brief summary of the section “Humans and the Tiger Salamander.”



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

A Little Bit of Everything

Gaelic (gay-lick) football is one of the most popular sports played in Ireland. The game has been played for hundreds of years. Every county in Ireland has a team. A county is like a state. The game is also popular where the Irish have settled around the world.

There are fifteen players on a team. They play with a ball that is a little smaller than a soccer ball. A player can carry the ball for four steps. Then he or she has to bounce it like a basketball or kick it back into his or her own hands before running some more. A player can also pass the ball or kick it to teammates. Players score goals by kicking the ball into a net. They can also score points by kicking it through upright bars.

Sources: www.gaa.ie/about-the-gaa/our-games/football/

news.nationalgeographic.com/news/2002/03/0308_020315_gaelicsports.html

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 the heading “A Little Bit of Everything” means? Support your answer.
4. The main idea of the passage is Gaelic football. Which of the following is not an important detail about this sport?
 - a. Gaelic football is hundreds of years old.
 - b. An Irish county is like a state.
 - c. It is a team sport with fifteen players on a team.
 - d. You can score goals or kick points.

Use the important details from the choices and your idea tree to write a summary about the passage.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

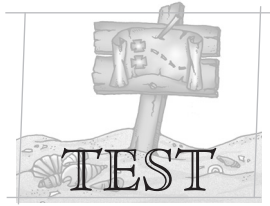
Write each compound word on your paper. Then write the two words that make up each compound word. Define each word. Draw a sailboat if you need help.

1. bookkeeper 2. handmade 3. landmark 4. skyline

Building Meaning

compete	object	opposing	teammates
smash	constantly	enables	motion

5. Write a meaningful sentence for the word *constantly*.
6. The _____ of baseball is to score as many runs as you can while striking out the other team's players.
7. Billy didn't want to smash into anything even though he was wearing a helmet and knee pads. *Smash* means—
- tap.
 - ram.
 - brush.
 - pass.
8. Dan's _____ encourage him to play as well as he can every day.
9. Using the electric hedge clippers enables you to cut the hedges much faster. *Enables* means—
- hinders.
 - makes difficult.
 - makes possible.
 - prevents.
10. The two best teams _____ in the final game to see who is the champion.
11. With just a slight motion, the bird caught a moth that fluttered too close to its beak. *Motion* means—
- movement.
 - blink.
 - standstill.
 - snack.
12. The _____ team teased us before the game, but we showed them who the better players were.



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Sowing the Seeds of Mancala

Mancala is originally from Africa. Mancala boards have two rows of six small holes. There is also a larger hole, called the *store*, for each player. You play mancala with forty-eight stones, marbles, or seeds. You place four of your stones in each small hole.

To start, you pick up your stones from a hole and drop one in each of the next four holes. If you drop a stone in your store, you get to capture it. If you drop a stone in an empty hole, you keep it and any stones in the opposite hole; they all go in your store. The game ends when the holes on one side of the board are empty. The person with the most stones in his or her store wins.

Sources: www.ehow.com/how_2213278_play-mancala.html
boardgames.about.com/cs/mancala/ht/play_mancala.htm
www.tradgames.org.uk/games/Mancala.htm

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 teach the reader strategies for playing mancala
 - b. to explain to the reader how to make a mancala board
 - c. to entertain the reader with stories about mancala games
 - d. to inform the reader about an unusual game from Africa

How do you know?

3. What happens if you drop one of your stones in an empty hole?

- | |
|---|
| <ol style="list-style-type: none"> 4. Summarize the text using at least three important details and information from your graphic organizer. |
|---|

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. click 2. pair 3. happy 4. nearing

Building Meaning

clever	master	invented	similar
match	surround	designs	remove

5. Write a meaningful sentence for the word *remove*.
6. The lions tried to _____ the herd of gazelle, but the gazelle were able to escape.
7. My art teacher always likes the designs I add to my clothes with special paints. *Designs* means—
- pictures.
 - beads.
 - labels.
 - words.
8. My brother _____ a great new game for us to play inside on rainy days.
9. Joni and Daytona are very similar because they both take ballet class. *Similar* means—
- athletic.
 - different.
 - alike.
 - simple.
10. Alexis challenged me to a _____ of checkers to determine who got to choose the movie to watch that night.
11. The squirrel was very clever and soon figured out how to get seeds from the birdfeeder. *Clever* means—
- impatient.
 - smart and tricky.
 - slow and simple.
 - unsure.
12. I work very hard during my clarinet lessons so I can _____ it and play in an orchestra.