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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# Table of Contents

## The Savvy Reader—Summarizing Level 3

### The Savvy Reader—Summarizing Level 3

<table>
<thead>
<tr>
<th>Student Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizing at the Lukasa Storyteller’s Academy</td>
</tr>
<tr>
<td>Changes</td>
</tr>
<tr>
<td>Summarizing Saves the Animals: Samburu</td>
</tr>
<tr>
<td>Sports and Games You Might Not Know</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>routine</td>
<td>rou- = /roo/ -tine = /teen/ chunk</td>
<td>usual way of doing things</td>
<td>My mom's <em>routine</em> is the same every day; she wakes up, has coffee, and then reads the paper.</td>
</tr>
<tr>
<td>snicker</td>
<td>chunk</td>
<td>short, mean laugh</td>
<td>I could hear the <em>snicker</em> from the kid behind me when I answered the question wrong.</td>
</tr>
<tr>
<td>focus</td>
<td>chunk</td>
<td>pay attention</td>
<td>Julie couldn’t <em>focus</em> on the math problem because of the noise outside.</td>
</tr>
<tr>
<td>eventually</td>
<td>base word + ending</td>
<td>at last, finally</td>
<td>After a long time, the boring movie <em>eventually</em> came to an end.</td>
</tr>
<tr>
<td>continued</td>
<td>base word + ending</td>
<td>kept speaking or doing what one was doing</td>
<td>“And what’s more,” Mr. Johnson <em>continued</em>, “I don’t like it when students are late to class.”</td>
</tr>
<tr>
<td>stunned</td>
<td>base word + ending</td>
<td>shocked, amazed</td>
<td>We were <em>stunned</em> to hear the incredible news that our neighbor had won the lottery.</td>
</tr>
<tr>
<td>attend</td>
<td>chunk</td>
<td>go to</td>
<td>I <em>attend</em> Wilson Elementary, and I like it there because the teachers and other students are great.</td>
</tr>
<tr>
<td>gigantic</td>
<td>chunk</td>
<td>huge, very large</td>
<td>The <em>gigantic</em> skyscraper blocked out the sun.</td>
</tr>
</tbody>
</table>

## Fluency in Five

<table>
<thead>
<tr>
<th></th>
<th><strong>DAY 2</strong></th>
<th><strong>DAY 3</strong></th>
<th><strong>DAY 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Page 24 (paragraphs 1–5)</td>
<td>Page 24 (paragraphs 1–5) or 26 (paragraphs 1–4)</td>
<td>Page 24 (paragraphs 1–5), 26 (paragraphs 1–4), or 28 (paragraphs 1–4)</td>
</tr>
</tbody>
</table>
### DAY 1

1. Which of the following words means about the same as the word *perplexed* in the first paragraph?
   - 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?

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

4. Choose the best list of important events for page 22 of the story.
   
   **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)

### DAY 2

1. Does Adam’s dad know all the people at the door? Explain how you know.

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

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

4. Choose the best list of important events for page 24 of the story.
   
   **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)
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

<table>
<thead>
<tr>
<th>routine</th>
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<th>focus</th>
<th>eventually</th>
</tr>
</thead>
<tbody>
<tr>
<td>continued</td>
<td>stunned</td>
<td>attend</td>
<td>gigantic</td>
</tr>
</tbody>
</table>

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**

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

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.

1. stripped
2. flatly

<table>
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</table>

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

4. The state was **stunned** when the governor unexpectedly quit her job. *Stunned* means—
   a. pleased.
   b. unaffected.
   c. interested.
   d. shocked.

DAY 4

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

1. nailed  
2. hated

<table>
<thead>
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<th>eventually</th>
</tr>
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<td>continued</td>
<td>stunned</td>
<td>attend</td>
<td>gigantic</td>
</tr>
</tbody>
</table>

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

4. Choose the word that best fits in the blank.
   Gina ignored her brother so she could _________ on the show she was watching.

**DAY 6**

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.

**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 |
## Changes

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>recently</td>
<td>base word + ending</td>
<td>lately, not long ago</td>
<td>I’ve <em>recently</em> been doing well in school because I’ve been studying a lot.</td>
</tr>
<tr>
<td>responded</td>
<td>base word + ending</td>
<td>answered</td>
<td>When the judge asked a question, the lawyer <em>responded</em> quickly.</td>
</tr>
<tr>
<td>cramped</td>
<td>blend</td>
<td>tight, too small, not comfortable</td>
<td>Mikey had outgrown his shoes; they felt <em>cramped</em> and gave him blisters.</td>
</tr>
<tr>
<td>glanced</td>
<td>base word + ending</td>
<td>looked quickly</td>
<td>Jacques <em>glanced</em> down at the cue card so he could remember his lines during play rehearsal.</td>
</tr>
<tr>
<td>ample</td>
<td>chunk</td>
<td>plenty, more than enough</td>
<td>You will have <em>ample</em> time to complete the test, so there’s no need to hurry.</td>
</tr>
<tr>
<td>task</td>
<td>blend</td>
<td>chore, something you’ve been assigned to do</td>
<td>Everyone has a <em>task</em> on Saturdays, and mine is mowing the lawn.</td>
</tr>
<tr>
<td>locate</td>
<td>chunk</td>
<td>find, discover after searching for</td>
<td>It didn’t take long to <em>locate</em> the kitten hiding in the shoe box because we could all hear its meows.</td>
</tr>
<tr>
<td>anxious</td>
<td>-xious = /shus/ chunk</td>
<td>nervous, on edge, uneasy</td>
<td>Martina was <em>anxious</em> before the big exam.</td>
</tr>
</tbody>
</table>

### Fluency in Five

<table>
<thead>
<tr>
<th></th>
<th><strong>DAY 2</strong></th>
<th><strong>DAY 3</strong></th>
<th><strong>DAY 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 33 (paragraphs 1–3)</td>
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<td>Page 33 (paragraphs 1–3), 35 (paragraphs 2 and 3), or 37 (paragraphs 1–3)</td>
<td></td>
</tr>
</tbody>
</table>
DAY 1

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—
   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)

DAY 2

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?
   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)

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. where’s  2. can’t  3. who’s  4. we’ll

recently, responded, cramped, glanced
ample, task, locate, anxious

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 anxious?
   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

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—
   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)

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. they’d 2. haven’t 3. you’re 4. it’ll

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.
6. Which of the following is not something that might make you anxious?
   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

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?
   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)
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
2. he’s
3. they’ll
4. wasn’t

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.

6. Choose the word that best fits in the blank.
   The cabin on the boat was __________, so Joelle decided to spend a lot of time on deck.

DAY 6

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.

<table>
<thead>
<tr>
<th>Scoring Guide</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The journal entry includes at least five of the most-important events from this cycle’s reading.</td>
<td>40 points</td>
</tr>
<tr>
<td>The journal entry leaves out less-important ideas.</td>
<td>20 points</td>
</tr>
<tr>
<td>The important ideas make sense when they are written together.</td>
<td>20 points</td>
</tr>
<tr>
<td>The journal entry is in the correct format and includes a date, greeting, body, and signature.</td>
<td>20 points</td>
</tr>
</tbody>
</table>
## Summarizing Saves the Animals: Samburu

### DAY 1

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What text features did you find in the article that helped you identify the topic?</td>
</tr>
<tr>
<td>2. Adam had a different opinion about the topic of the article. What did Adam think the topic was? Why did he think that?</td>
</tr>
</tbody>
</table>
| 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

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What was the most difficult part of restating page 2? Why?</td>
</tr>
<tr>
<td>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?</td>
</tr>
<tr>
<td>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?</td>
</tr>
<tr>
<td>4. How did the Summarizing Strategy Card help you find the main idea? (Write-On)</td>
</tr>
</tbody>
</table>

### 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.
<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 5</strong></td>
</tr>
<tr>
<td>1. What is one question you had before you began reading?</td>
</tr>
<tr>
<td>2. On your idea tree, write the main idea and important supporting details from the section titled “How Humans Use Poison Dart Frogs.”</td>
</tr>
<tr>
<td>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)</td>
</tr>
</tbody>
</table>
## Sports and Games You Might Not Know

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>compete</td>
<td>chunk</td>
<td>play against someone else, try to win</td>
<td>The two best spellers will compete to see who spells the best tomorrow at the spelling bee.</td>
</tr>
<tr>
<td>object</td>
<td>chunk</td>
<td>main goal, aim</td>
<td>The object of this test is to see how much you’ve learned.</td>
</tr>
<tr>
<td>opposing</td>
<td>base word + ending</td>
<td>on the other side, rival</td>
<td>Joe looked across the field at the opposing players and knew it would be a tough game.</td>
</tr>
<tr>
<td>teammates</td>
<td>compound word</td>
<td>others on your team</td>
<td>Martina’s teammates play so well together that they almost always win.</td>
</tr>
<tr>
<td>smash</td>
<td>blend</td>
<td>ram, bang into</td>
<td>The slippery ice made the car slide on the road and then smash into the hedges, but no one was hurt.</td>
</tr>
<tr>
<td>constantly</td>
<td>base word + ending</td>
<td>nonstop</td>
<td>I really like my teachers, so I constantly pay attention in class.</td>
</tr>
<tr>
<td>enables</td>
<td>base word + ending</td>
<td>makes possible, allows</td>
<td>Being tiny enables mice to crawl through little cracks in the floor.</td>
</tr>
<tr>
<td>motion</td>
<td>chunk</td>
<td>movement</td>
<td>The teacher made a motion to tell me to come in.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency in Five</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Page 60 (paragraphs 2 and 3) or 58 (paragraph 2)</td>
<td>Page 60 (paragraphs 2 and 3)</td>
<td>Page 60 (paragraphs 2 and 3), 58 (paragraph 2), or 62 (paragraphs 1 and 2)</td>
</tr>
</tbody>
</table>
DAY 1

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

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?

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

<table>
<thead>
<tr>
<th>compete</th>
<th>object</th>
<th>opposing</th>
<th>teammates</th>
</tr>
</thead>
<tbody>
<tr>
<td>smash</td>
<td>constantly</td>
<td>enables</td>
<td>motion</td>
</tr>
</tbody>
</table>

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

1. Why do curling players brush the ice in front of the sliding stone with brooms?

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?
   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)

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.

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 2. sunlight

Building Meaning

<table>
<thead>
<tr>
<th>compete</th>
<th>object</th>
<th>opposing</th>
<th>teammates</th>
</tr>
</thead>
<tbody>
<tr>
<td>smash</td>
<td>constantly</td>
<td>enables</td>
<td>motion</td>
</tr>
</tbody>
</table>

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

4. With one quick motion of his hand, the magician made the rabbit disappear. Motion means—
   a. sparkle.
   b. handshake.
   c. glove.
   d. movement.

DAY 4

1. How can you tell that rugby can be a dangerous game?

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

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

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

<table>
<thead>
<tr>
<th>compete</th>
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<td>smash</td>
<td>constantly</td>
<td>enables</td>
<td>motion</td>
</tr>
</tbody>
</table>

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

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

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

DAY 6

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.

<table>
<thead>
<tr>
<th>Your paragraph has a heading that tells the name of the sport or game.</th>
<th>15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>You describe the number of teams or players needed to take part in the activity.</td>
<td>15 points</td>
</tr>
<tr>
<td>You explain what equipment players use and what kind of surface or board the sport or game is played on.</td>
<td>20 points each (40 points maximum)</td>
</tr>
<tr>
<td>You provide at least two other details about your sport or game.</td>
<td>15 points each (30 points maximum)</td>
</tr>
</tbody>
</table>
# Sports and Games You Might Not Know

<table>
<thead>
<tr>
<th>Word</th>
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<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>clever</td>
<td>chunk</td>
<td>smart and tricky, sly</td>
<td>The clever fox hid quietly in the bushes, waiting for the chickens to walk by.</td>
</tr>
<tr>
<td>master</td>
<td>chunk</td>
<td>become very good at</td>
<td>I studied judo for years so I could master it.</td>
</tr>
<tr>
<td>invented</td>
<td>base word + ending</td>
<td>made up, created, thought up</td>
<td>Thomas Edison invented many things such as the lightbulb.</td>
</tr>
<tr>
<td>similar</td>
<td>chunk</td>
<td>alike</td>
<td>Joe and John are twins, so they are similar in many ways.</td>
</tr>
<tr>
<td>match</td>
<td>blend</td>
<td>one game</td>
<td>The tennis match between Julia and Hector lasted two hours.</td>
</tr>
<tr>
<td>surround</td>
<td>chunk</td>
<td>make a circle around, cover on all sides</td>
<td>The ants tried to surround the piece of fruit so no other creatures could reach it.</td>
</tr>
<tr>
<td>designs</td>
<td>-s = /z/ base word + ending</td>
<td>pictures, artwork</td>
<td>My robe has colorful fancy designs all over it.</td>
</tr>
<tr>
<td>remove</td>
<td>prefix + base word</td>
<td>take away</td>
<td>The doctor tried to remove the bee’s stinger from my knee.</td>
</tr>
</tbody>
</table>

## Fluency in Five

<table>
<thead>
<tr>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 69 (paragraph 1)</td>
<td>Page 69 (paragraph 1) or 67 (paragraphs 2 and 3)</td>
<td>Page 69 (paragraph 1), 67 (paragraphs 2 and 3), or 71 (paragraphs 1 and 2)</td>
</tr>
</tbody>
</table>
DAY 1

1. Which of the following best describes the main idea of paragraph 4 on page 65?
   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)

3. How is pachisi played differently from backgammon?

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

DAY 2

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

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

4. Is the statement “These sports and games are all fun,” a fact or an opinion? How can you tell?

Write a synonym for each of the following words.

1. marsh
2. doze
3. worn
4. improve

Building Meaning

<table>
<thead>
<tr>
<th>clever</th>
<th>master</th>
<th>invented</th>
<th>similar</th>
</tr>
</thead>
<tbody>
<tr>
<td>match</td>
<td>surround</td>
<td>designs</td>
<td>remove</td>
</tr>
</tbody>
</table>

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

6. Draw a picture to show your understanding of the word *surround*.
DAY 3

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.

Write a synonym for each of the following words.

1. exist  2. greet  3. shadow  4. alarmed

| 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

1. What happens when the fox jumps over a goose on the board?
   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 *Sports and Games You Might Not Know*. (Write-On)

Write a synonym for each of the following words.

1. beginner 2. notice 3. ask 4. allow

Building Meaning

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<th>similar</th>
</tr>
</thead>
<tbody>
<tr>
<td>match</td>
<td>surround</td>
<td>designs</td>
<td>remove</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>You write at least five rules for your sport or game.</th>
<th>15 points each (75 points maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your rules are clearly written and easy to understand.</td>
<td>10 points</td>
</tr>
<tr>
<td>Your set of rules includes a title and information about the number of players or teams and what equipment is needed to play.</td>
<td>5 points</td>
</tr>
<tr>
<td>You consider game play, points, or penalties in your rules.</td>
<td>10 points</td>
</tr>
</tbody>
</table>
Skill Questions

Write a synonym for each of the following words.

Examples:
- clever: smart and tricky
- similar: alike
- invented: designed
- match: resemble

Write a meaningful sentence for the word remove.

To watch the night

Join and Dayton are very similar because they both take ballet class. Similar means—

a. athletic.

My art teacher always likes the designs I add to my clothes with special paints. Designs means—

a. pictures.

My brother invented a great new game for us to play inside on rainy days. Invented means—

a. slow and simple.

The lions tried to surround the herd of gazelle but the gazelle were able to escape. Surround means—

a. different.

Alex challenged me to a match of checkers to determine who got to choose the movie. Match means—

a. words.

I work very hard during my clarinet lessons so I can master it and play in an orchestra. Master means—

a. unsure.

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Word Power
The Savvy Reader—Summarizing

Sports and Games You Might Not Know / Cycle 2

Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer. Finally, use your graphic organizer to answer the following questions.

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. You drop a stone in your store if you drop it into an empty hole. Then, 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 person with the most stones in his or her store wins.

Comprehension 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

3. What happens if you drop one of your stones in an empty hole?

4. Summarize the text using at least three important details and information from your graphic organizer.

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T-11
Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

1. The two best teams compete in the final game to see who is the champion.

2. The ___________ of baseball is to score as many runs as you can while striking out the other team's players.

3. Billy didn't want to smash into anything even though he was wearing a helmet and knee pads. Smash means—
   a. tap.
   b. ram.
   c. brush.
   d. pass.

4. Dan's ___________ encourage him to play as well as he can every day.

5. Write a meaningful sentence for the word constantly.

6. Using the electric hedge clippers enables you to cut the hedges much faster. Enables means—
   a. hinders.
   b. makes difficult.
   c. makes possible.
   d. prevents.

7. With just a slight motion, the bird caught a moth that flitted too close to its beak. Motion means—
   a. movement.
   b. blink.
   c. standstill.
   d. snack.

8. Dame's ___________ to cut the hedges much faster. Enables means—
   a. movement.
   b. blink.
   c. standstill.
   d. snack.

9. The best teams teased us before the game, but we showed them who the better players were.

10. The ___________ of baseball is to score as many runs as you can while striking out the other team's players.

11. With just a slight motion, the bird caught a moth that flitted too close to its beak. Motion means—

12. The ___________ team teased us before the game, but we showed them who the better players were.

Building Meaning

<table>
<thead>
<tr>
<th>smash</th>
<th>compete</th>
</tr>
</thead>
<tbody>
<tr>
<td>c.</td>
<td>c.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. bookkeeper</th>
<th>2. handmade</th>
<th>3. landmark</th>
<th>4. skyline</th>
</tr>
</thead>
</table>

Skills and Games You Might Not Know / Cycle 1
Sports and Games You Might Not Know / Cycle 1

The Savvy Reader—Summarizing
Student Test

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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. Gaelic football is like a soccer ball, A player can score goals or kick points. Players score goals by kicking the ball into a net. They can also score points by kicking it through the upright bars.


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.

The passage tells about Gaelic football, a popular sport in Ireland. It has been played for hundreds of years and is a team sport with fifteen players on a team. Players can score goals by kicking the ball into a net or score points by kicking it through the upright bars.

Gaelic football is similar to soccer, with players using a ball and scoring goals by kicking it into a net. The game is also popular in countries where the Irish have settled around the world.
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 a salamander happy and healthy in an aquarium
   c. catching your salamander for a walk on a leash
   d. keeping your salamander and their food in the wild

4. On your idea tree, write the main idea and important supporting details from the section titled "Life In and Out of Water."
   a. how salamanders are different from lizards
   b. what to look for when hunting for salamanders
   c. what tiger salamanderlooks like
   d. preparing your salamander for dinner

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."

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
Salamanders need clean, clear water to live in. Their home is in a pond. They breathe through gills and spend most of their lives in the water. When they are ready to move onto dry land, they burrow into the ground or move into other animals’ burrows. Once they have dried out, they lay eggs, which hatch into tiny salamanders. These tiny salamanders live in the water until they develop lungs and legs. Then they are ready to leave the water and live on land.

Keeping a Salamander as a Pet
Salamanders need clean, clear water to live in. Their homes can be either in the water or on land. Some salamanders, like tiger salamanders, are aquatic, meaning they live in water. Others, like water dogs, never grow into adults and live their whole lives as larvae in the water.

Humans and the Tiger Salamander
Salamanders are an important part of the ecosystem. They help control the population of insects and other small animals. They also help to keep the balance of nature. Salamanders are a good source of food for many animals, including birds, reptiles, and mammals.

Acid rain, which is caused by pollution, also affects the salamanders. It makes their ponds acidic, which is harmful to the salamanders. In many places they are losing their homes.

Acid rain, which is caused by pollution, also affects the salamanders. It makes their ponds acidic, which is harmful to the salamanders. In many places they are losing their homes.
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.
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.
   a. excited.
   b. concerned.
   c. relaxed.
   d. cramped.
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.
   a. cheered.
   b. moaned.
   c. barked.
   d. cried.

Building Meaning

<table>
<thead>
<tr>
<th>anxious</th>
<th>locate</th>
<th>task</th>
<th>ample</th>
</tr>
</thead>
<tbody>
<tr>
<td>cramped</td>
<td>responded</td>
<td>crammed</td>
<td>recently</td>
</tr>
</tbody>
</table>
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?
   - 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.

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 wants to reward Adam for being positive.
   - d. He wants to let Adam know things one at a time.

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

7. Why does Adam's dad have another surprise for Adam after the move?

8. Why does Adam feel slightly worried after he talks with Duke and Maria?

9. What makes Adam feel slightly worried after he talks with Duke and Maria?

10. 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.

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

12. Why does Adam feel slightly worried after he talks with Duke and Maria?

Comprehension Questions

Read page 38 of Changes, and answer the following questions:
Changes / Cycle 1

T-4

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The Savvy Reader—Summarizing

/ Student Test

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

I. Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Building Meaning

1. It was ____________________________ when I tiptoed while walking to the front of the room, but I didn’t know who.
   a. least
   b. last
   c. not least
   d. least

2. The student knew that if he worked hard enough, he would eventually get good grades.
   a. at least
   b. not ever
   c. at most
   d. at most

3. My after-school ___________ involves eating a healthy snack and then working on my homework.
   a. routine
   b. attend
   c. attend
   d. eventually

4. The gigantic airplane was lowered slowly into the hangar for repairs.
   a. huge.
   b. tiny.
   c. flimsy.
   d. average.

5. “Also,” my mother ___________, “you did a great job cleaning the house before the party.”
   a. said
   b. thought
   c. thought
   d. thought

6. When the hero lost the battle at the end of the movie, we were all ___________ because we expected him to win.
   a. ignored
   b. did not allow
   c. pay attention
   d. did not allow

7. “Listen closely, and focus on what I’m saying,” Mrs. Frazer said.
   a. ignore.
   b. don’t allow.
   c. pay attention.
   d. forget.

8. “Also,” my mother ___________, “you did a great job cleaning the house before the party.”
   a. ignored
   b. did not allow
   c. pay attention
   d. forget.

9. Eventually
   a. at most.
   b. not ever.
   c. not likely.
   d. at last.

10. “Also,” my mother ___________, “you did a great job cleaning the house before the party.”
    a. said
    b. thought
    c. said
    d. thought

11. The gigantic airplane was lowered slowly into the hangar for repairs. (Gigantic means—)
    a. huge.
    b. tiny.
    c. flimsy.
    d. average.

12. I heard a faint ___________ when I tripped while walking to the front of the room, but I didn’t know who.
    a. sailboat
    b. rust
    c. sailboat
    d. rust

Word Power

<table>
<thead>
<tr>
<th>Gigantic</th>
<th>attend</th>
<th>continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eventually</td>
<td>focus</td>
<td>route</td>
</tr>
</tbody>
</table>
| Grossly | snipped | | 4. furnished

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 in any extra letters at the ends of the base words. Give a definition for each word. Draw a sailboat in any extra letters at the ends of the base words.
Comprehension 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 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
     1. Adam learns the new house has a big yard.
     2. Adam watches the football game on television.
     3. Adam listens to his parents.
     4. Adam greets the Patels when they come to see the house.
   - List B
     1. Adam learns his parents bought a new house.
     2. Adam wakes up early because Daylight Saving Time ends.
     3. Adam learns he will still go to the same school.
     4. 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 wants Adam to 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.
   - a. Adam learns he will be getting a baby brother.
   - b. Adam greets the Patels when they come to see the house.
   - c. Adam listens to his parents.
   - d. Adam learns his parents bought a new house.

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

Read page 29 of Changes, and answer the following questions.
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 *Just Kickin’ It*, and answer the following questions.

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 with the team. Simon played first base. Christopher was the catcher. Kiana pitched. *Just Kickin’ It* looked great and took the lead. From the very beginning of the game, *just Kickin’ It* led.

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 catching. They also practiced each other’s positions to play and order in which they wanted to play.

5. As captain of the team, Simon told the other players what positions to play and the order in which they would play. “Kevin, you’re the catcher. Mac, you’re the pitcher. Kiana, you’re the pitcher. Simon, you’re the center fielder.” The Just Kickin’ It players knew their positions and worked together to try to get the other team out.

6. Simon gave the usual talk. He ate some of the food and then headed to the field. He saw his team in the 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.

7. Simon kicked up the ball. *Just Kickin’ It* had the lead. Simon led off the night. “You kids! Here’s the start of the game! Simon kicks off the game!” “Simon, your kick is great!” “Simon, you’re doing a great job! Keep it up!” Simon, don’t let the kids pressure you. You can do it!

8. As Simon kicked up the ball, the other team noticed the other team as they practiced. “Simon, perfect pitch! Kiana, perfect pitch!” The kids knew that the team was better than the other team. They practiced.

9. The game was tied at one run. Simon hit a two-run homerun in the first inning. They kicked the ball to win. They had four players on deck. They kicked the ball to win. They knew that his team could win.

10. Simon felt so good that he cheered with the team. “I knew we were better than them!” Kevin shouted. “Now wait,” said Simon. “We did win and there’s more. We need to remember how close the game was. Let’s win again!”
The Success for All Foundation grants permission to reproduce the blackline masters and the student and test sections of this Targeted Treasure Hunt on an as-needed basis for classroom use.

When students are first introduced to this activity, they may find it challenging. However, with practice, they will begin to see patterns and develop strategies to help them make good summaries. The following are some suggestions.

1. **Identify the Main Idea:** The main idea is the most important part of the text. It is usually the idea that the author wants the reader to remember. To identify the main idea, ask yourself what the text is about. What is the author trying to tell the reader? What is the central theme or message of the text?

2. **Identify the Details:** The details are the supporting facts and evidence that help to explain the main idea. To identify the details, read the text carefully and look for specific examples, statistics, or other information that support the main idea. Ask yourself what facts or evidence does the author provide to support the main idea?

3. **Organize the Information:** Once you have identified the main idea and the details, organize them in a logical way. You can do this by grouping related details together or by using a graphic organizer. This will help you to see the relationships between the main idea and the details and to make a summary that makes sense.

4. **Write the Summary:** Finally, write a summary of the text. Your summary should be a brief, clear statement of the main idea and the key details. It should be written in your own words and should not include any personal opinions or interpretations.

By following these steps, students can develop their abilities to read and comprehend text. They will also learn to write summaries that are clear and concise.
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.