

# Summarizing

Level 4

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** (9 DAY)

# Summarizing at the S.H.O.R.T. School News

*The Savvy Reader—Summarizing, A Collection of Readings*, pages 1–18  
Success for All Foundation, 2011

## Summary

Today’s headline is: “Students Summarize to Secure Spot on Staff.” Sometimes shorter is better. In fact, a newspaper prides itself on being short and to the point. The students in this video, *Summarizing at the S.H.O.R.T. School News*, learn this important lesson when they try out for their school newspaper. Students will enjoy the challenge as they help Mingo, Elinor, Alicia, and Lee summarize a story for the book review section of the paper.

## Instructional Objectives

Reading	
CYCLE 1	<b>Summarizing (SU)</b>
	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 S.H.O.R.T. School News* is a nine-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 6, review the following suggestions for writing summaries with your students.

### **Writing Instruction Suggestions**

#### **Getting Started**

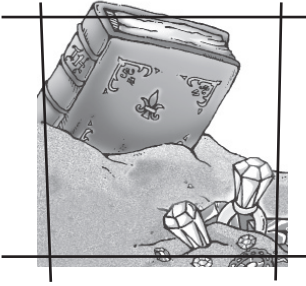
Know your students. The writing ability of students in grades 4, 5, and 6 will vary. Begin by identifying where your students are and the teaching/modeling they will need.

**If students are new to writing a summary**, you may choose to write the summary as a whole-class activity. Lead the process of turning information on the story map into sentences and paragraphs. Model how to write the first paragraph (or the entire summary) yourself or with help from students. Think aloud, write, and revise as you go. Include a title and an introductory sentence.

**If students are reading to gain more writing responsibility**, continue modeling as needed, or release the responsibility to your students by asking them to write one or more paragraphs with their teams. Students should talk about what they plan to write first and then take turns writing sentences. They might write on every other line of a piece of paper, using the blank lines for revisions. Have teams stop at the end of each paragraph and read their work aloud for the class.

**If students are ready for more independent writing**, have them write on their own. Ask them to trade their writing with a partner for positive feedback. Have students read their summaries aloud.

**At all levels** remember, modeling how to think and turn thinking into writing is always better than having students struggle with independent practice. Make sure students have opportunities to discuss what they plan to write before they commit it to paper. Always have each student read his or her writing to another student and get positive feedback. Celebrate their growing skills.

**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 identifying 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)

- Introduce and define summarizing. Use **Think-Pair-Share** to have students tell what they know about bicycles.

**We are going to learn a strategy called summarizing. Summarizing means picking out the most-important parts of a story and retelling it in a shorter way. One of the skills you'll learn is how to decide what is important. So let's have some fun thinking about what is important about some everyday words.**

**I want you to think about a bicycle. What do you know about a bicycle? Now pair with your partner, and tell each other everything you can think of about a bicycle. Then we'll share as a class.**

- Randomly select a few students to share. Have each partnership share several things they've thought of, and make an exhaustive, whole-class list.
- Use **Think-Pair-Share** to have students share what they think is most important to tell and why. You may wish to model with your own thinking. Randomly select a few students to share.

**Now look at our list and imagine that you have to tell someone the most-important things about a bicycle. What would you say?**

- Repeat the activity using the words *school* and *newspaper* if time allows.

### 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-1

### Team Talk

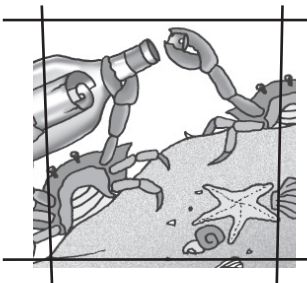
1. What is the problem with the review the students submitted?
2. What is a summary?
3. What are the story elements?
4. What tools does the *S.H.O.R.T. School News* staff use to create a summary? How are they used? (Write-On)

- Randomly assign team leaders.
- Introduce the video.

**Today we're going to meet four students, Mingo, Alicia, Elinor, and Lee. They have submitted book reviews to their school newspaper, hoping to earn positions as reporters. But the editors, Mica and Radford, have some bad news for them. Their reviews are too long. Maybe they don't know what's important for a book review! Let's see if the editors have some advice or, better yet, some tools to fix the problem.**



- **Play** "Part 1: Summarizing Narrative Texts" (4 minutes). Radford will ask students to work with their partners to list story elements.
- 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 is the problem with the review the students submitted?

**100 points** = *The problem with the review the students submitted is that it is too long. The review is almost as long as the book.* **90 points** = *The problem with the review the students submitted is that it is too long.*

**80 points** = *It is too long.*

2. What is a summary?

**100 points** = *A summary is a shortened version of the original that includes only the important information.* **90 points** = *A summary is a shortened version of the original.* **80 points** = *It is a shortened version of the original.*

3. What are the story elements?

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

**90 points** = *They are characters, setting, story problem, important events or ideas, and solution and ending.* **80 points** = *Characters, setting, story problem, events, and solution.*


4. What tools does the *S.H.O.R.T. School News* staff use to create a summary?  
How are they used? (Write-On)

**100 points** = *The staff uses the Summarizing Strategy Card and the story map to create a summary. The strategy card lists the steps to summarizing. It also helps the reader identify what is important. The story map organizes the story elements and prepares for a written or oral summary.*

**90 points** = *The staff uses the Summarizing Strategy Card and the story map to create a summary. They help the reader identify what is important and organize the story elements.* **80 points** = *They use the Summarizing Strategy Card and the story map to create a summary.*

- 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 Editor’s Challenge.

**Now we’re going to complete the Editor’s Challenge. Turn to the story *Edgardo’s Birthday Party* in your copies of *A Collection of Readings*.**

- Read the Editor’s Challenge aloud.

Student Edition, page S-1

Mingo, Alicia, Elinor, and Lee had trouble picking out what was important for their book review. Maybe they thought that everything was important, and that’s why they included too much information. Mica and Radford want to see how skilled you are at identifying what is important. Radford recently went to his friend Edgardo’s birthday party. He has written about the party. I’d like you and your partner to take turns reading the story and then make a list of the things you think would be important to tell one of your friends about the party.

- Have partners read and retell *Edgardo’s Birthday Party* and list what would be important to tell another friend about the party. Monitor the discussions, and give support as needed.
- Have partners discuss with their teammates what they listed and why. Monitor the discussions, and give support as needed.
- Use **Random Reporter** to review the team discussions. Make a class list of important events and ideas.
- 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 Editor’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.

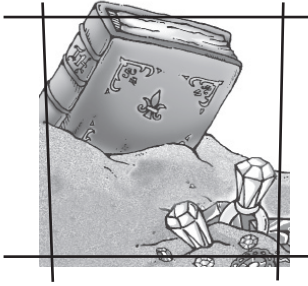
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>- Allow students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

Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- 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.</li> </ul>
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- Summarize the lesson for students.

**Mingo, Alicia, Elinor, and Lee learn that their book review is too long. Mica, the editor, said they would have to summarize to make it shorter. Luckily, Mica gave them some tips on how to summarize. Hand out Summarizing Strategy Cards and a story map. These are the tools Mica gave the students. We'll use them too as we practice summarizing. Let's review the strategy card. We'll use it to help us find what's important in a text.**

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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**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 review their thoughts about important events or ideas and to start thinking about retelling. Have students discuss their responses with their teammates. Use **Random Reporter** to review the team discussions.

**Today you’re going to practice retelling what you read. You’ll focus on what’s most important and leave out what you think is less important. Some things you do every day can help you read and retell what’s important:**

- 1. When you tell a friend about a really good movie, what parts do you think are the most important to tell them about?** *(Accept all responses while guiding students to respond with the story elements.) Main characters, setting, story problem, important events or ideas, solution and ending.*
- 2. If you were telling a friend about the video we’re watching about the S.H.O.R.T. School News, what do you think would be important to tell them about Mica?** *Responses will vary, but guide students to include: Mica is one of the characters in the video. Mica is an editor of the S.H.O.R.T. School News.*
- 3. Why do you think that it’s important to retell what’s happened on the page, to yourself or to your partner, when you read?** *(Accept students’ responses while guiding them to understand.) In the process of retelling, you naturally begin to sort out important information from less-important information—the first step in summarizing. Retelling is also a monitor of understanding.*

## 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

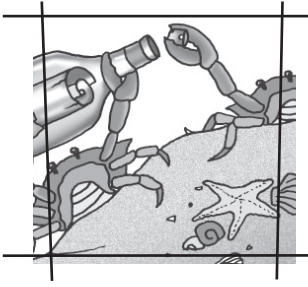
1. What was the most difficult part of retelling page 2? Why?
2. How does your retell compare with Elinor and Lee's?
3. What did your partner do to help you with steps 1, 2, and 3 on your strategy card? (Write-On)

- Introduce the video.

**Mingo, Alicia, Elinor, and Lee have been given a chance to submit a shorter summarized version of their book review. They've been given the same tools we have: a Summarizing Strategy Card and a story map. Let's see how they do with reading and retelling. Will they include the important information and leave out the less-important details? We'll find out. You'll need the story *The Gift* in your copies of A Collection of Readings, your strategy card, some sticky notes—in case you come across words or passages you have to clarify—and your journal. Mingo and Alicia will read and retell the first page, but the second page is up to you!**



- **Play** “Part 2: Reading and Retelling” (3 minutes).
- Radford will ask students to read and retell the second page of *The Gift* with their partners. Have several partners share what they included in their retell. Then compare it with Elinor and Lee's retell.



# 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 retelling page 2? Why?

*(Answers may vary.)* **100 points** = The most difficult part of retelling page 2 was figuring out which details were the most-important ones to list. A lot of things happen on page 2. There is a lot of information about what happens when Miguel comes home. **90 points** = The most difficult part of retelling page 2 was figuring out which details were the most-important ones to list. A lot happens on this page. **80 points** = Figuring out which details were the most important was difficult.

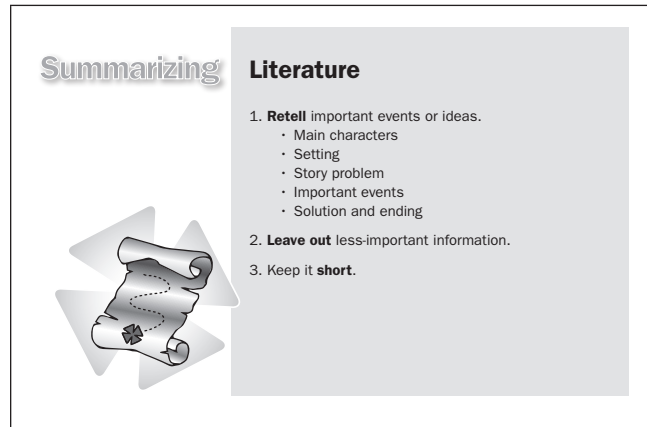
2. How does your retell compare with Elinor and Lee's?

*(Answers may vary.)* **100 points** = My retell is shorter than Elinor and Lee's. They thought of a lot of details that I didn't think were as important. I combined a lot of those ideas into one idea. **90 points** = My retell is shorter than Elinor and Lee's. They thought of a lot of details that I didn't think were as important. **80 points** = My retell is shorter.

3. What did your partner do to help you with steps 1, 2, and 3 on your strategy card? (Write-On)

*(Answers may vary.)* **100 points** = My partner helped me remember which events and details were important. I forgot a detail that was important to the story. My partner also helped me make sure we kept our retell short. **90 points** = My partner helped me remember which events and details were important. I forgot a detail that was important to the story. **80 points** = He helped me remember which events and details were important.

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



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

**Now we're going to complete the Editor's Challenge. Turn to the story *Making the Team* in your copies of *A Collection of Readings*.**

- Read the Editor's Challenge aloud.

Student Edition, page S-1

Mica and Radford have given us a challenge to see if you're getting the hang of retelling. They know that sorting what's important from what's not important takes judgment. They would like you and your partner to read the story *Making the Team* and use your judgment to decide what should be included and what could be left out of your retell. There are two parts to the story, so you can both practice retelling. List the important events or ideas in your journal. Remember to use your strategy card to guide you!

- Have partners read and retell *Making the Team* and make a list of important events or ideas from each page. Monitor the discussion, helping to clarify words or phrases as necessary, prompting students to use their strategy cards, and suggesting ways to decide what is important.
- Have a few partners read their list of important events or ideas and explain why they made those choices and how their Summarizing Strategy Cards helped them.
- Have partners compare their list of important events or ideas with those of their teammates and reach consensus. Have students save this list. Monitor the discussions, and give support as needed.
- Use **Random Reporter** to review the team discussions. Make a class list of important events or ideas.
- 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 Editor’s Challenge.

Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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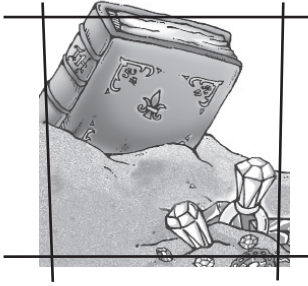
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	<p style="margin: 0;"><b>Team Talk Extenders</b></p> <p style="margin: 0;">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 style="margin: 0;">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"> <li>– Award team celebration points.</li> </ul>	

Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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- Summarize the lesson for students.

**The S.H.O.R.T. School students practice reading and retelling what's important with their partners. You had an opportunity to practice reading and retelling as well. You also compared your summary with their summary.**

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"><li>- How many points did you earn today?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>

**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 this activity to review retelling. Have teams discuss their responses to the following questions. Use **Random Reporter** to review the team discussions.

- 1. How does retelling a story in a shorter way help you understand it better?** *(Accept students' responses while guiding them to understand.) It makes me think about what I read. It helps me think about what is important or what I'll need to know to understand the rest of the story.*
- 2. How did the Summarizing Strategy Card help you retell *The Gift*?** *It reminded me to keep it short. It helped me to think about only what's important.*
- 3. Good readers talk to themselves about the story as they read. Why do you think readers should stop and retell the story to themselves? Why should they do this?** *Answers will vary.*

## 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-2

### Team Talk

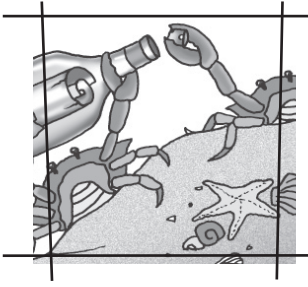
1. How does Lee determine who the main characters are?
2. How do the S.H.O.R.T. School team members resolve a disagreement about whether an idea is important or not?
3. You read and retold pages 3 and 4 of the story with your partner. Did you and your partner agree on the important events or ideas? What did you disagree on? How did you resolve your differences? (Write-On)

- Introduce the video.

**So far, Mingo, Alicia, Elinor, and Lee have successfully read and retold pages 1 and 2 of the story—with your help. Today they're going to discuss the story elements on those pages. You'll get a chance to read, retell, and discuss the story elements on pages 3 and 4. Next time, you'll have a chance to compare your discussion notes with those of the S.H.O.R.T. School students, so take good notes. Let's watch not only to see how the team determines what the story elements are, but how they work together to get the job done. You'll need the story *The Gift*, your journal, some sticky notes, and your strategy card. Let's rejoin Mingo, Alicia, Elinor, and Lee.**



- **Play** “Part 3: Team Discussion of Story Elements, Pages 1 and 2” (4 minutes).
- Radford will ask students to read and retell pages 3 and 4 of *The Gift* with their partners and then discuss the story elements with their teammates and reach consensus. Have each team save its list of the story elements; on day 4 they'll compare their notes with those of the S.H.O.R.T. School students.



# 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 Lee determine who the main characters are?

**100 points** = He points out that the main characters are the characters to whom things happen in the story. He says things happen to Miguel, Jorge, and Isabella. **90 points** = He points out that the main characters are the characters to whom things happen in the story. **80 points** = Things happen to the main characters in the story.

2. How do the S.H.O.R.T. School team members resolve a disagreement about whether an idea is important or not?

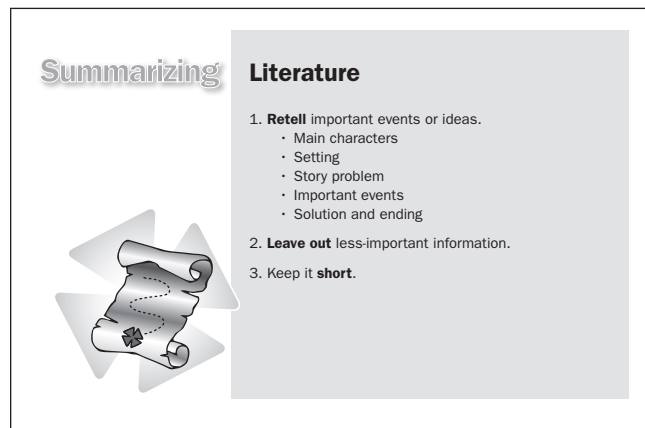
**100 points** = The S.H.O.R.T. School team members resolve a disagreement about whether an idea is important or not by referring to the strategy card for guidance. They go back to the story for support. They find reasons, or support, for what is important. They think of ways to combine ideas into one important idea. **90 points** = The S.H.O.R.T. School team members resolve a disagreement about whether an idea is important or not by referring to the strategy card for guidance. They go back to the story for support. **80 points** = They refer to the strategy card for guidance.

Team Talk *continued*

- 3. You read and retold pages 3 and 4 of the story with your partner. Did you and your partner agree on the important events or ideas? What did you disagree on? How did you resolve your differences? (Write-On)

**100 points** = *No. My partner and I did not always agree on the important events and ideas. We disagreed on whether it was important that Miguel uses his hat to make the trumpet quieter when he plays. We looked at the Summarizing Strategy Card and decided that it wasn't as important an event as other events on the pages.* **90 points** = *No. My partner and I did not always agree on the important events and ideas. We disagreed on whether it was important that Miguel uses his hat to make the trumpet quieter when he plays. We looked at the Summarizing Strategy Card.* **80 points** = *We didn't always agree. We disagreed that it was important that Miguel uses a hat to soften his trumpet. We looked at the strategy card.*

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



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

**Now we're going to complete the Editor's Challenge. Turn to the story *Making the Team* in A Collection of Readings.**

- Read the Editor's Challenge aloud.

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During your retell of *Making the Team*, you identified what you thought was important to the story. Today I would like you and your partner to use your Summarizing Strategy Card as a guide and identify the story elements in *Making the Team*. You'll also need the list your team made of important events or ideas.



- Have partners discuss and write down the story elements in *Making the Team*, using their strategy cards to guide them and referring to their team list of important events. Monitor the discussion, and offer support as needed.
- Have partners compare their lists of story elements with those of their teammates, explain their choices, and reach consensus. Monitor the team discussions, and give support as needed.
- Using **Random Reporter**, review the team discussions. Make a class list of story elements.
- Guide students to evaluate and decide which are the most-important events or ideas in the story. You may wish to model with your own thinking. If they wish, teams may amend their lists based on the class discussion. Have students save their lists of story elements.
- 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 Editor’s Challenge.

Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>Was your retell of pages 3 and 4 different from the S.H.O.R.T. School students’ retell? How?</p> <p>Were there any details that you think are important and should have stayed in your list of events? Why do you think this detail is important?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Was your retell of pages 3 and 4 different from the S.H.O.R.T. School students’ retell? How?</p> <p>Were there any details that you think are important and should have stayed in your list of events? Why do you think this detail is important?</p>	
<ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>		

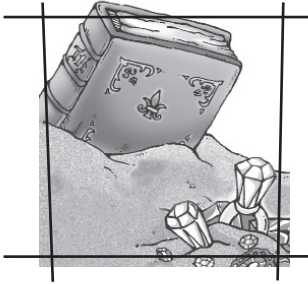
Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- Construct a class answer, and display it 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.</li> </ul>
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- Summarize the lesson for students.

**The S.H.O.R.T. School students modeled for us how to hold a story element discussion. They talked about and identified the main characters. They identified the setting and the story problem. To determine which events or ideas were most important, the students looked back at the story, questioned one another’s thinking, agreed, disagreed, and added information. They helped one another make judgments about what should be included and what could be left out. It was a very good discussion!**

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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



**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)**

- Use the questions below to reinforce students' thinking about story elements and their own use of summarizing. Use **Random Reporter** to review the team discussions.

**1. How does identifying the story elements help you understand the story even better?** *(Accept students' responses while guiding them to understand.)*

*The story elements are the important parts of the story. If you really understand these parts and their relationships, you will understand the story. Identifying these parts as you read will also improve your memory of what has happened in the story.*

**2. How do you tell which events are important and which aren't?** *(Accept students' responses while guiding them to understand.)* *Events tied directly to the main characters and events that involve the story problem or the solution to it are usually important.*

**3. Since we've been learning how to summarize, have you found that you are thinking more about what is important as you read?** *Answers will vary.*

**4. What is the most-important thing you've learned about summarizing so far?** *Answers will vary.*

**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.

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Team Talk
1. Do your team’s notes look similar to those of the S.H.O.R.T. School team? Do you think there are any important events or ideas they did not include? If so, what are they?
2. Mingo helped clarify for the team what the phrase the “bell of the trumpet” means. Why is it important to continue to clarify before you summarize?
3. What strategies are you learning that help you to summarize when you read silently? (Write-On)

- Introduce the video.

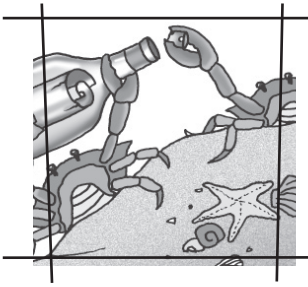
**Last time, you were asked to read, retell, and discuss the story elements for pages 3 and 4 of *The Gift*. You worked with your team to pull out the story elements, and you made team notes. Today we’ll listen to Alicia, Mingo, Lee, and Elinor discuss the story elements of pages 3 and 4 so we can compare your notes with theirs. Let’s see if they had to make some of the same decisions that you did. Remember, it’s OK if you used different words to describe the story elements. You’ll need your journals, your team notes, and your strategy card. Let’s listen to their discussion.**



- **Play** “Part 4: Team Discussion of Story Elements, Pages 3 and 4” (3 minutes).
- Hand out copies of the video team’s notes for pages 3 and 4.

Blackline master provided.

Team Notes 2 (pages 3-4)	
Character:	Guitar player
Event:	Miguel takes the trumpet to the marketplace.
Event:	Miguel hums the song his father taught him to feel better.
Event:	A man was playing the same song.
Idea:	The man is a friend of Miguel's father.
Event:	Miguel tells the man everything.



# 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. Do your team's notes look similar to those of the S.H.O.R.T. School team? Do you think there are any important events or ideas they did not include? If so, what are they?

**100 points** = *Yes, my team's notes looked similar to those of the S.H.O.R.T. School team. I think they included all the important events or ideas.*

**90 points** = *Yes, my team's notes looked similar to their team's. I think they included the important things.* **80 points** = *They looked similar.*

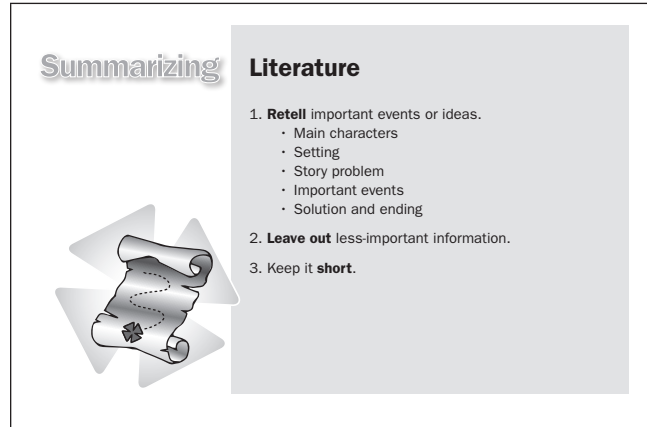
2. Mingo helped clarify for the team what the phrase the "bell of the trumpet" means. Why is it important to continue to clarify before you summarize?

**100 points** = *You need to understand words and passages so you can decide if something is important. If you can't identify what's important, you can't really summarize.* **90 points** = *You need to understand words and passages so you can decide if something is important.* **80 points** = *Then you can identify what's important.*

3. What strategies are you learning that help you to summarize when you read silently? (Write-On)

**100 points** = *Strategies that I'm learning that help me summarize when I read silently are using my strategy card and story map, identifying the story elements, retelling, and understanding the concept of what's important.* **90 points** = *Strategies that I'm learning are using my strategy card and story map, identifying the story elements, retelling, and understanding the concept of what's important.* **80 points** = *Using my strategy card and story map, identifying the story elements, retelling, and understanding the concept of what's important.*

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



- Review the literature side of the Summarizing Strategy Card as necessary.

**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 Editor’s Challenge.



Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>	
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>Did you revise your notes based on the class discussion? Why or why not?</p> <p>Have you found yourself summarizing stories you read for pleasure on your own? Do you think summarizing as you read would help you to better enjoy those stories?</p> </td> </tr> </table> <ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	Team Talk Extenders
Team Talk Extenders	<p>Did you revise your notes based on the class discussion? Why or why not?</p> <p>Have you found yourself summarizing stories you read for pleasure on your own? Do you think summarizing as you read would help you to better enjoy those stories?</p>	

**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.

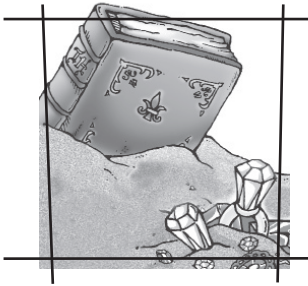
- Summarize the lesson for students.

**The deadline for the S.H.O.R.T. School students to turn in their summary is fast approaching. They are making good use of their time by working together to get the job done, and they seem more focused on creating an excellent summary than just getting finished. They specifically focused on identifying the story elements as a way of helping them decide what is and what is not important. What they discussed is supported by the text. They clarified and added to one another's thoughts, sometimes even finishing one another's sentences. They made their thinking and their answers clear so their teammates would know how they arrived at an answer. You are making great progress as well. You're making judgments about what is and what is not important. Another term for that is making evaluations. Making evaluations is a higher level of thinking. That kind of thinking requires that you understand the story, can analyze the story, and are able to weigh the importance of each of its parts. That takes thinking and discussion with your teammates. You're doing a fantastic job! Wow!**

**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 these questions in teams. Use **Random Reporter** to select students to share.
  1. **As a team, think of a question you can ask yourselves to determine if a story event is really important.** *Answers will vary.*
  2. **If teammates have similar, but slightly different, ideas about what they think the important events are, what should the team do?** *Answers will vary.*

**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.

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**Team Talk**

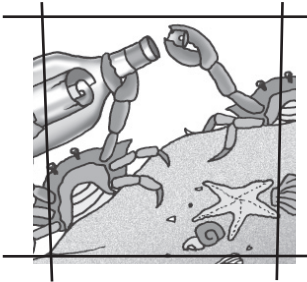
1. What is the purpose of a story map?
2. Why can an event or idea seem important at the beginning of a story but less important after you read the whole story?
3. What were the challenges of filling in a story map? Did you eliminate any events or ideas that were in your notes? (Write-On)

- Introduce the video.

**Mingo, Alicia, Elinor, and Lee are getting ready to review their notes and make decisions about what is important and what seems less important now that they have read both parts of the story. They are going to be given the task of sorting out what should go on the story map, and they will combine their ideas and compile a list of events that are most important. Listen carefully as Radford gives them their instructions because he's going to ask you to complete a story map with your team. You'll need the S.H.O.R.T. School team's notes for part 1 (pages 1 and 2), your team notes for part 2 (pages 3 and 4), and the blank story map. Hand out copies of the story map and of the video team's notes for pages 1 and 2. Next time, we'll listen to the S.H.O.R.T. School team's story map discussion, and we'll compare their story map with yours. Is everyone ready? Let's watch.**



- **Play** “Part 5: Making a Story Map” (2 minutes).
- Radford will ask students to fill in a story map for *The Gift*.



## 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 is the purpose of a story map?

*(Answers will vary.)* **100 points** = *The purpose of a story map is to organize the important parts of the story. It helps in evaluating the importance of information and keeping things short.* **90 points** = *The purpose of a story map is to organize the important parts of the story.* **80 points** = *It organizes the important parts of the story.*

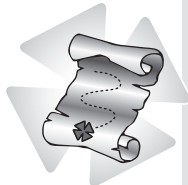
2. Why can an event or idea seem important at the beginning of a story but less important after you read the whole story?

*(Answers will vary.)* **100 points** = *The reader may find out that an event has little to do with the story problem or the way the problem is resolved, or that it is an event or idea that involves characters that don't turn out to be main characters.* **90 points** = *The reader may find out that an event has little to do with the story problem or the way the problem is resolved.* **80 points** = *An event may have little to do with the story problem.*

3. What were the challenges of filling in a story map? Did you eliminate any events or ideas that were in your notes? (Write-On)

*(Answers will vary.)* **100 points** = *The challenges of filling in a story map were deciding which events were the most important to include. We had a lot of events in our notes, but they weren't all important. We left a lot of events from our notes off our story map.* **90 points** = *The challenges of filling in a story map were deciding which events were the most important to include. We had a lot of events in our notes, but they weren't all important.* **80 points** = *We had to decide which events were the most important.*

- 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 Editor's Challenge.



Now we're going to complete the **Editor's Challenge**. With your partners, review your team's list of story elements for *Making the Team*. Revise the list if necessary.

- Read the Editor's Challenge aloud.

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Mica and Radford think that their "success story" might be featured in a *S.H.O.R.T. School News* column about students who are proud of making a team. They're thinking about calling this column *Students Make the Team* and *Teams Make the Students*. But they need your help to write the first article. The first step will be for you and your partner to review the notes your team made on the story elements in *Making the Team*. Would you change anything on the list—add anything or eliminate anything? Use your judgment to decide.



- Have partners compare their lists of story elements, discuss any changes with their teammates, and fill in a story map together. Monitor the discussion, and give support as needed.
- Use **Random Reporter** to review the team discussions and make a class story map. Remind students that they may use their own words. Have them save their team's story map because they will use it on day 7 to write a summary.
- 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 Editor'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.

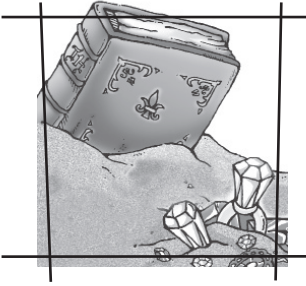
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	Team Talk Extenders	<p>Were there characters, events, or details that you thought were important but ended up being less important when you finished the story? What were they?</p> <p>How do the S.H.O.R.T. School students discuss and figure out which events and details are really worth adding to their story map?</p>
<ul style="list-style-type: none"> <li>- Award team celebration points.</li> </ul>		

Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- 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.</li> </ul>
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- Summarize the lesson for students.

**Our learning goal for today was to practice evaluating elements of the story to determine if they were important enough to be entered on the story map. Each time we go through this process, we are sorting the important information from the less-important information. The information on the map is a pared-down version of the story and will guide you as you write a summary of the story. Again, your discussions helped everyone on the team understand how each teammate thinks when analyzing and evaluating the information. We'll get a chance soon to see how the S.H.O.R.T. School team responded to this challenge.**

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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**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)**

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

**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 most 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, #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.

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**Team Talk**

1. How did your story map compare with the map that the S.H.O.R.T. School students created?
2. Do you think filling in a story map made writing the summary easier? Why or why not?
3. What was the hardest part about writing the summary? What advice do you have for students who are writing their first summary? (Write-On)

- Introduce the video.

**Let's watch part 6 to hear some of the discussion the S.H.O.R.T. School students have as they create their story map. You'll get a chance to compare your map with theirs and write a summary of the story.**



- **Play "Part 6: Story Map Discussion"** (1 minute). Students will be asked to compare their story map with the one in the video and write a summary of *The Gift* as a team. Depending on their abilities, have students write as a class or a team. Hand out copies of the video team's story map.

**Blackline master provided.**

## Story Map



**Title:** *The Gift*

**Characters:**

Miguel  
the guitar player

**Setting:**

**Where:** Miguel's street, his house,  
the marketplace

**When:**

**Problem:**

Miguel's parents have died, and he needs to get food for his brother, his sister, and himself. He needs money to bury his mother.

Event: Miguel's family was very poor, and then his mother died.

Event: They have no money or food, and Miguel's brother and sister are hungry.

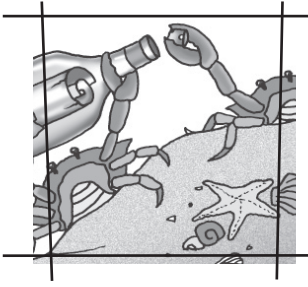
Event: Miguel realizes that to get money he must sell his most prized possession, his dad's trumpet.

Event: When he goes to sell the trumpet, Miguel meets a guitar player who knew his dad.

Event: In the marketplace, Miguel and the man play a song Miguel's dad taught him. People give him money.

**Solution:**

Miguel uses the money to bury his mother and buy food for his brother and sister.



# 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 did your story map compare with the map that the S.H.O.R.T. School students created?

**100 points** = *My story map was similar to the map that the S.H.O.R.T. School students created. We had the same important events on our maps. I disagreed and thought Miguel's brother and sister were still important characters. He had to do the things he did to help them and himself.*

**90 points** = *My story map was similar to the map that the S.H.O.R.T. School students created. We had the same important events on our maps. I thought the brother and sister were still important.* **80 points** = *The story map was similar. I still thought the brother and sister were important.*

2. Do you think filling in a story map made writing the summary easier? Why or why not?

**100 points** = *Yes. I think filling in a story map made writing the summary easier. It puts all the most-important information you need about a story in one place. It helps you write about the most-important things.* **90 points** = *Yes. I think filling in a story map made writing the summary easier. It puts all the most-important information you need about a story in one place.* **80 points** = *Yes, because it tells you the most-important information.*

Team Talk *continued*

3. What was the hardest part about writing the summary? What advice do you have for students who are writing their first summary? (Write-On)

**100 points** = *The hardest part about writing a summary was keeping it short. It is easy to make it too long and detailed. I would tell students who are writing their first summary to pay attention to their events and make sure they only include the most-important ones.* **90 points** = *The hardest part about writing a summary was keeping it short. It is easy to make it too long and detailed. Students who are writing their first summary should pay attention to their events and keep it short.* **80 points** = *Keeping it short was hard. Students should pay attention to their 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.
- Introduce the strategy-use discussion by telling students they will talk about the Editor’s Challenge.



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
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<p>Team Talk Extenders</p>	<p>Do you think writing a summary for other stories will be easier now that you’ve done it once? Why or why not?</p> <p>Why do you think summarizing helps you remember a story better? Explain your ideas.</p>
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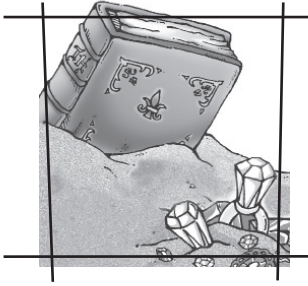
- Award team celebration points.

Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- 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.</li> </ul>
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- Summarize the lesson for students.

**Today you compared your story map with the one the S.H.O.R.T. School students created, and you wrote a summary of *The Gift* using the information on your story map. Whew! You completed two major assignments today! I think you did a great job with your summary, and you should give yourselves a cheer!**

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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**DAY 7****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.

**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. How would you compare and contrast your summary with the summary that Mingo, Alicia, Elinor, and Lee wrote?
2. Evaluate the summary written by Mingo, Alicia, Elinor, and Lee. Is it longer or shorter than you think it should be? Does it include the important information? Are there any less-important details included?
3. How can working with a team help you write a summary? (Write-On)

- Introduce the video.

**Today you'll have a chance to compare your summary of *The Gift* with the one that Mingo, Alicia, Elinor, and Lee wrote. Do you think their summary will be good enough to earn them a spot on the *S.H.O.R.T. School News* staff? I hope so; they've worked very hard for it. Let's see what happens.**



- **Play "Part 6: The Written Summary" (2 minutes).**



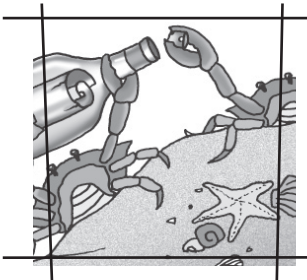
- Hand out copies of the video team’s summary.

**Blackline master provided.**

Review of The Gift by E. Austin

The story "The Gift" is about a boy named Miguel whose father died when he was younger, the family became very poor and then the mother dies. Miguel has a brother and sister and he must find money to feed them, and also to bury his mother. He realizes that he may have to sell his most prized possession, the trumpet his father left him. This makes him very sad. When he goes to the market to sell the trumpet, Miguel meets an old friend of his father's, another musician. Together they begin to play a song that Miguel's father had taught them.

People listen and begin to give Miguel money for the song. He plays all day and ends up with enough money for food and to bury his mother. Miguel grows up to become a famous musician. He never forgets his parents. The song turns out to be his gift from 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. How would you compare and contrast your summary with the summary that Mingo, Alicia, Elinor, and Lee wrote?

**100 points** = *My summary was very similar to Mingo, Alicia, Elinor, and Lee's summary. We had a lot of the same information in our summaries.*

*It was different because I didn't use as many details in my summary. It*

*was simpler. 90 points* = *My summary was very similar to Mingo, Alicia, Elinor, and Lee's summary. We had a lot of the same information in our*

*summaries. 80 points* = *My summary was very similar to their summary. We had a lot of the same information in them.*

2. Evaluate the summary written by Mingo, Alicia, Elinor, and Lee. Is it longer or shorter than you think it should be? Does it include the important information? Are there any less-important details included?

**100 points** = *I think the summary is a good length. It gives the most-important details and events without being too long.*

**90 points** = *I think the summary is a good length. It gives the*

*most-important details and events. 80 points* = *It's a good length.*

3. How can working with a team help you write a summary? (Write-On)

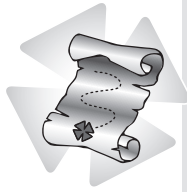
**100 points** = *Working with a team can help you write a summary because your teammates can help you decide what characters, events, and details are the most important. They might have different opinions and ideas*

*than you that will make your summary better. 90 points* = *Working with a team can help you write a summary because your teammates can help you decide what characters, events, and details are the most important.*

**80 points** = *Your teammates can help you decide what characters, events, and details are the most important.*

- 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 Editor's Challenge.

**Now we're going to complete the Editor's Challenge. Before we start, review your story map, and think about whether you should revise it and why.**

- Read the Editor's Challenge aloud.

Student Edition, page S-3

Radford and Mica are excited to find out how well you can summarize *Making the Team* for their column, Students Make the Team and Teams Make the Students. They've even sent a blank page from the *S.H.O.R.T. School News* just for your summary! You'll need your story map for *Making the Team*. With your partner, review the story map, and decide if you would make any changes and why.

- Have partners compare ideas about the story map with their teammates and then begin writing the summary together after partners have finished their discussions. Teams should talk about what to write first and then write by taking turns adding sentences. Remind them to include a title and an introductory sentence. Monitor the activity, and offer support as needed.
- Have teams read their summaries aloud. Celebrate their progress in creating a written summary.
- 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 Editor'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.

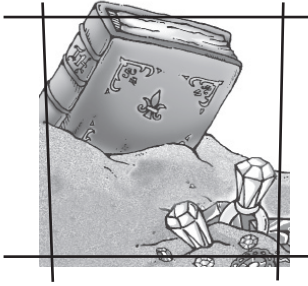
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	Team Talk Extenders	<p>Do you think your team did as good a job as the S.H.O.R.T. School team? How did you help each other write a good summary?</p> <p>The team is going to summarize Elinor’s movie review. Do you think summarizing a movie will be similar to summarizing a written story? Why or why not?</p>
<ul style="list-style-type: none"> <li>- Award team celebration points.</li> </ul>		

Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- 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.</li> </ul>	
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- Summarize the lesson for students.

**Today you compared your story map with the one the S.H.O.R.T. School students created, and you wrote a summary of *Making the Team* using the information on your story map. Whew! You completed two major assignments today! I think you did a great job with your summary, and you should give yourselves a cheer!**

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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**DAY 8****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 to check your understanding and to make sure you understand the main ideas and events.**

- Refer students to the Summarizing Strategy Card, and review how to summarize literature.

**Preview Team Talk**

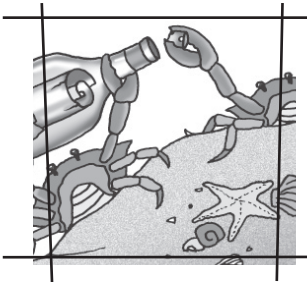
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 that you had before you began reading? |QU|
2. On your story map, write the important events from paragraph 3. |MI • SU|
3. Use the information you have written on your story map to write a brief summary of paragraph 9. (Write-On) |SU|



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Use the first paragraph of *Pals of Puppies* to model summarizing with a student. Have the student read the paragraph. Model restating the events in the paragraph in your own words.

**Let's see. I think the main ideas in this paragraph are that José loves dogs, but he can't have one of his own because his dad and sister are allergic to dogs. These seem like important ideas.**

A Collection of Readings,  
page 15

#### **Pals of Puppies**

1. José loved dogs. He loved big dogs and little dogs. He loved active dogs and lazy dogs. He would give anything to have a dog of his own. There was just one problem. His dad and his sister were allergic to dogs. If a dog got anywhere near their house, the sneezing began.

- 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. You can refer to your Summarizing Strategy Card to help you remember the summarizing steps.**

**When reading literature, you should use a story map to record important events. When you summarize, you should remember to include the main characters, setting, story problem, important events, and solution**

**and ending. You can remember all these features by looking at your Summarizing Strategy Card.**

- Have students read:  
*Pals of Puppies* 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 that you had before you began reading? |QU|  
**100 points** = *One question I had before reading was "Who are the pals of puppies?" I wanted to know what the pals of puppies did.* **90 points** = *One question I had before reading was "Who are the pals of puppies?"*  
**80 points** = *Who are the pals of puppies?*
2. On your story map, write the important events from paragraph 3. |MI • SU|  
**100 points** = *José creates fliers for his dog-walking business. He posts the fliers all over the neighborhood. Then he waits for the phone calls.*  
**90 points** = *José creates fliers for his business. He posts them all over the neighborhood.* **80 points** = *José creates fliers and posts them all over the neighborhood.*
3. Use the information you have written on your story map to write a brief summary of paragraph 9. (Write-On) |SU|  
**100 points** = *José walks the first group of dogs and plays with them at the park. Then José walks the second group of dogs and plays some more. Both walks are a success.* **90 points** = *José walks the first group of dogs. Then José walks the second group of dogs. Both walks are a success.*  
**80 points** = *José walks both groups of dogs successfully.*

- 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.



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
<p>Team Talk Extenders</p>	<p>What are the important parts of a story? How can the important parts of a story, or the story elements, help you choose the important ideas and events in a story?</p> <p>Which events from the paragraph that 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"> <li>– Award team celebration points.</li> </ul>



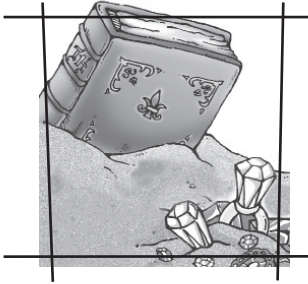
**Write-On Discussion**

- 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 9****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.

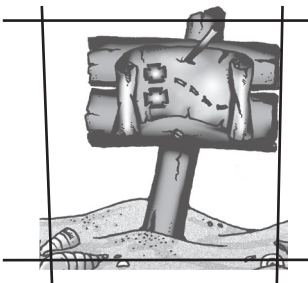
**Set the Stage**

- 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 *Bows for Betties*. We will think about the story's important events or ideas so we can write a summary after reading.**

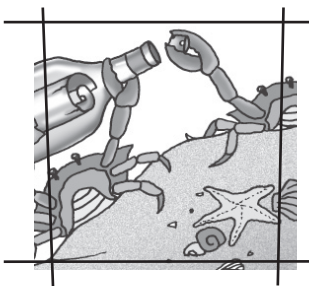
**Prepare Students for the Test**

- Distribute the test, and preview it with students without providing information about the answers. Point out that some of the questions 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**

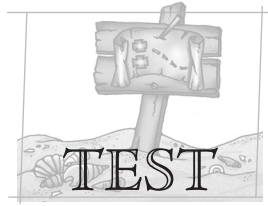
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) 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"> <li>- What is your team celebration score?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## Comprehension Questions

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

### Bows for Betties

1. More than anything in the world, Lena wanted a new bike. To get a bike, Lena needed to make money. She decided that now was the time. So she started to think of ways to earn money to buy a bike.
2. As Lena was thinking, her twin sisters, Carly and Cameron, crawled into the room. They crawled right up to the foot of Lena's bed where she sat. They looked up at their sister with bright eyes and wide smiles. Lena looked down at their little heads and saw colorful bows in their hair.
3. Then Lena's mom walked in. "What are you up to, Lena?" her mom asked. "Mom, where did you get the bows for the girls' hair?" Lena asked in return. "I got them at my baby shower. I'd like to get the girls more, but they're so expensive for such little bows!" "Mom, that's about to change!" Lena exclaimed. "I'm going to start making and selling them to raise money for a new bike," Lena explained. "Well, that sounds like a great idea," Mom said.
4. Lena had always been good at crafts. And she loved going to the craft store, so that's where she went that afternoon. She used her birthday money from her grandmother to buy some ribbon and a couple of charms, along with glue and plain barrettes. She made sure to keep her receipt, and when she got home she wrote down exactly how much all of her supplies cost. Then she got started.
5. She cut all the ribbon first. She had purchased red ribbon, pink ribbon, and yellow ribbon. She cut each spool into even pieces. Next, she tied each piece into a perfect bow. She dabbed a bit of glue in the center of each bow to keep it tied. Then, she tied each bow onto one of the barrettes. This was a good start. But she couldn't wait to start finishing the barrettes with the charms.
6. She added flower charms to the pink and yellow bows. She added holiday charms to the red bows. She even had some snowflake charms that looked good on the red bows. "Perfect!" she thought. She ran to find her sisters. Carly had a red-and-white striped sweater on, so Lena put one of the red barrettes in her hair. Cameron wore purple, so Lena pushed her sister's bangs back and fastened them with a yellow barrette. Finally, Lena put a pink bow in her own hair to match her pink sneakers.
7. "C'mon girls," Lena said. "We're going for a ride!" She gathered the girls and put them in their red wagon, next to a bag of bows. "Mom, we're going for a walk down the street." Lena pulled the girls up and down Wight Avenue. Soon enough, the girls were getting compliments on their bows. "I made them," Lena would say. "I'm selling them for three dollars apiece if you're interested." Before long, she had sold almost twenty bows.

**8.** By the end of the week, mothers and grandmothers were asking Lena and her mother about the business that Lena had decided to call Bows for Betties. Suggestions for new ideas and requests started coming in. Lena was happy to make people's bows to order. She made green bows with leaf charms, blue bows with rainbow charms, black bows with white charms. She even started making hair ties with beads for older girls. Her bow business was booming!

**9.** After a couple of months, Lena had enough money for her new bike. "I am so proud of you Lena," her mother said. "You've really learned how to earn money to get the things you want. What will you do about your bow business now that you have your bike?" "Well," answered Lena, "I made more money than the bike cost, so I also bought this." Lena pulled a big basket out of a bag. She had fastened bows all over the outside of the basket. "My bows helped me get my bike. Now my bike is going to help me sell my bows!" And off Lena went, out the door to sell more bows.

**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 fact that Lena wants a bike. This helped me predict that she would do something to earn money to buy that bike.* **15 points** = *The story element that helped me predict the main idea of this story is the fact that Lena wants a bike. I know she wants to earn money.* **10 points** = *The fact that Lena wants a bike.*

**20 points**

2. What is one question that 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 are bows for Betties?" I wanted to know what the title is referring to.* **15 points** = *One question I had about the main idea before I began reading was "What are bows for Betties?"* **10 points** = *What are bows for Betties?*

**10 points**

3. Which of the following best describes the main idea of paragraph 5? |MI|
- Lena cuts all the ribbon.
  - Lena ties all the ribbon into bows.
  - Lena glues the bows onto barrettes.
  - Lena makes many different barrettes.

**20 points**

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

**20 points** = *The story's main problem is that Lena wants a bike and needs to earn money to buy one. An important event is that she starts a bow business to earn money.* **15 points** = *The story's main problem is that Lena wants a bike and needs to earn money to buy one. She starts a bow business.* **10 points** = *Lena wants a bike. She starts a bow business to earn money.*

**10 points**

5. Which of the following best describes the main idea of paragraph 7? |MII
- Lena takes her sisters for a ride in the wagon.
  - Lena and her sisters show off Lena's bows.*
  - Lena walks up and down Wight Avenue.
  - Lena tells people she made the bows.

**20 points**

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

**20 points** = *Lena earns enough money to buy her bike after a couple of months. She decides to use the extra money she made to buy a basket for her bike. She will use her bike to sell her bows.* **15 points** = *Lena earns enough money to buy her bike. She will use her bike to sell her bows.*

**10 points** = *Lena earns enough money to buy her bike, which will help her sell more bows.*

Team Notes 2 (pages 3-4)

Character: Guitar player

Event: Miguel takes the trumpet to the marketplace.

Event: Miguel hums the song his father taught him to feel better.

Event: A man was playing the same song.

Idea: The man is a friend of Miguel's father.

Event: Miguel tells the man everything.

# Story Map



**Title:** *The Gift*

**Characters:**

Miguel  
the guitar player

**Setting:**

**Where:** Miguel's street  
his house  
the marketplace

**When:**

**Problem:**

Miguel's parents have died, and he needs to get food for his brother, his sister, and himself. He needs money to bury his mother.

**Event:** Miguel's family was very poor, and then his mother died.

**Event:** They have no money or food, and Miguel's brother and sister are hungry.

**Event:** Miguel realizes that to get money, he must sell his most prized possession, his dad's trumpet.

**Event:** When he goes to sell the trumpet, Miguel meets a guitar player who knew his dad.

**Event:** In the marketplace, Miguel and the man play a song that Miguel's dad taught him. People give him money.

**Solution:**

Miguel uses the money to bury his mother and buy food for his brother and sister.



## Review of The Gift by E. Austin

The story "The Gift" is about a boy named Miguel whose father died when he was younger, the family became very poor and then the mother dies. Miguel has a brother and sister and he must find money to feed them, and also to bury his mother. He realizes that he may have to sell his most prized possession, the trumpet his father left him. This makes him very sad. When he goes to the market to sell the trumpet, Miguel meets an old friend of his father's, another musician. Together they begin to play a song that Miguel's father had taught them.

People listen and begin to give Miguel money for the song. He plays all day and ends up with enough money for food and to bury his mother. Miguel grows up to become a famous musician. He never forgets his parents. The song turns out to be his gift from them.

# Story Map



**Title:** Pals of Puppies

**Characters:**

José  
Mr. Rodriguez  
Mrs. Hines  
Mr. West  
Mr. Gaines  
Mrs. MacDonnell  
Mrs. Teasdale  
Ms. Gallon

**Setting:**

**Where:** José's neighborhood  
the park  
  
**When:** after school

**Problem:**

José loves dogs and wants one as a pet, but his dad and sister are allergic.

José decides to start a dog walking business. He makes fliers and posts them around his neighborhood  
**Event:** to advertise.

**Event:** Soon, José has five customers who need their dogs to be walked.

Then he gets two more customers. Mrs. Teasdale and Ms. Gallon have big dogs: a Great Dane and  
**Event:** a Saint Bernard.

**Event:** José needs to figure out how to walk so many dogs together.

**Event:**

**Solution:**

José walks his customers' dogs in two groups so he can control them all easily. He gets plenty of play time with dogs every day.

# S.H.O.R.T. News

Volume 3, Number 7

***We Summarize for You!***

[www.shortnews.org](http://www.shortnews.org)



**Students Make the Team—  
The Team Makes the Students.**

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## 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 4 / *Summarizing at the S.H.O.R.T. School News*

**English Language Arts Standards:** *Reading: Literature*

**Key Ideas and Details**

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**LITERATURE (6 DAY)**

# Aaron Burr and the Stable Boy

Written by Sam R. McColl

Illustrated by Gina Capaldi

*The Savvy Reader—Summarizing, A Collection of Readings*, pages 19–53

Success for All Foundation, 2011

## Summary

John Thomas works in Aaron Burr’s stables in New York. When John helps heal one of Mr. Burr’s prized horses, he’s given a promotion. As John moves to Washington, D.C., to work closely with the vice president, he begins to see a side of the man that he doesn’t know how to handle.

## Instructional Objectives

	Reading	Word Power	Writing
	<b>Summarizing (SU)</b>	<b>Homographs</b>	<b>Write a summary.</b>
<b>CYCLE 1</b>	Students will use the story elements to help 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 recognize homographs and identify their meanings based on context.	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
<b>CYCLE 2</b>	<b>Summarizing (SU)</b>	<b>Base word and ending</b>	<b>Write a summary journal entry.</b>
	Students will use story elements to help them identify the main ideas in the story. As they read, they will restate (retell) information with their partners. At the end of each section, students will identify the most-important ideas through discussion with their teammates.	Students will break words into base words and endings and use the endings <i>-est</i> , <i>-ly</i> , and <i>-ful</i> to increase their understanding of words.	Students will pretend that they are John and write journal entries to summarize the most-important events that have happened since he arrived in Washington, D.C.

**Teacher's Note:**

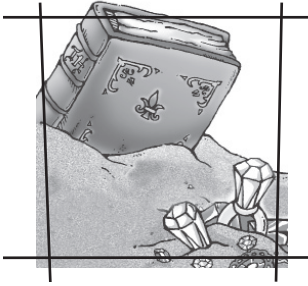
- Before beginning, please read through both cycles of the summarizing lessons for *Aaron Burr and the Stable Boy* to see the sequence of instruction from one cycle to the next. Note in particular that each day during cycle 1 you will develop class lists of the main ideas in the text. You will use these 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 ideas. Good readers understand an author's story, but they 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 does not include a story map.

**CYCLE 1****Instructional Objectives**

	Reading	Word Power	Writing
	<b>Summarizing (SU)</b>	<b>Homographs</b>	<b>Write a summary.</b>
<b>CYCLE 1</b>	Students will use the story elements to help 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 recognize homographs and identify their meanings based on context.	Students will write summaries of familiar stories using a story map to plan which events are the most important to include.





**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 *Aaron Burr and the Stable Boy* by Sam R. McColl. 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 story they will read is historical fiction. Explain that it includes a mix of real people, fictional characters, and real events. Explain that Aaron Burr was vice president to Thomas Jefferson from 1801–1805.
  - Use **Think-Pair-Share** to have students discuss whether they have read historical fiction before. Have students discuss what the historical event was that the story was based upon. Randomly select a few students to share.
  - Tell students that the main character in this story faces a problem with another character and his actions. Use **Think-Pair-Share** to have students discuss how they deal with other people when they don't like the way others behave. Randomly select a few students to share.



**Vocabulary TP**

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



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

Word and Page Number	Identification Strategy	Definition	Sentence
<b>caressed</b> page 23	base word + ending: caress + ed	lightly touched, patted	I softly <i>caressed</i> the fur of the sleeping puppy.
<b>resided</b> page 23	base word + ending: resid(e) + ed	lived in	Last year, I <i>resided</i> in Utah, but I moved to Arizona in June.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>gingerly</b> page 26	gin- = /jin/ -ger- = /jer/ base word + ending: ginger + ly	softly, with great care	The thief walked <i>gingerly</i> past the sleeping guard.
<b>displeasure</b> page 26	prefix + base word: dis + pleasure	anger	Ming knew she'd see <i>displeasure</i> on her dad's face when he saw the broken window.
<b>spectacular</b> page 30	chunk: spec-tac-u-lar	amazing, great	The fireworks show was so <i>spectacular</i> that Jung was talking about it for days.
<b>asset</b> page 30	chunk: as-set	a good thing to have	Strength is an <i>asset</i> if you want to be a good bodybuilder.
<b>options</b> page 34	base word + ending: option + s	choices	Getting a good education gives you more <i>options</i> for careers.
<b>present</b> page 34	pre- = /pree/ chunk: pre-sent	show, give	Imbal couldn't wait to <i>present</i> her straight-A report card to her parents.

### 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 have them summarize a recent or especially fun weekend (or story) by telling, in fifteen 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 we might quickly describe 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 fifteen seconds or less.**

- Randomly select a few students to share their summaries with the class. If their summaries exceed fifteen seconds, remind students that they must decide which is the most-important information to convey and which 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 that 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

- 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 to Aaron Burr and his stable boy.
- Tell students that you are about to read pages 21 and 22 aloud. Explain that as you read, you will follow the steps on your Summarizing Strategy Card. Tell students that you will stop after each page to restate the important ideas in your own words. Explain that at the end of the passage, you will review the most-important ideas from the whole section and write them on a piece of chart paper.
- Read pages 21 and 22 aloud, pausing briefly after each page to retell what you read in your own words. When you have finished, use a **Think Aloud** to model identifying and listing the most-important ideas from these two pages 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,  
pages 21 and 22

### Prologue

Aaron Burr was an American politician, who lived from 1756 to 1836. Burr is famous for two things: he was vice president under Thomas Jefferson in the early 1800s, and he had a duel with Alexander Hamilton.

Hamilton, a fellow politician, was one of Aaron Burr's most hated rivals. Toward the end of Aaron Burr's career, Hamilton insulted him publicly. This insult had disastrous consequences for both men. First, the insult convinced many people that Burr should not be elected governor of New York, a position he wished to hold when his vice presidency was over. Second, the insult so maddened Aaron Burr that he challenged Alexander Hamilton to a duel.

Alexander Hamilton accepted the challenge, and the two faced off on July 11, 1804 in New Jersey. They faced each other from ten paces and fired their pistols. Hamilton missed. Burr did not. He shot and killed Alexander Hamilton.

At first, Burr was charged with Hamilton's murder (in both New Jersey and New York), but he was never brought to trial. He escaped to South Carolina, but later returned to Washington, D.C., to finish out his vice presidency. In time, the duel brought an end to Burr's political career, a career that might one day have led to the presidency.

Before the duel, Burr was a successful and wealthy politician. His estate was a busy place, full of people. There were maids and butlers bustling about the house, and footmen, gardeners, and stable boys tending to the vast grounds. What would it have been like to work there? Let us imagine the life of one of Aaron Burr's stable boys.

This story is a fictional account. The narrator, John Thomas Anderson, never lived. Some of the other characters are fictional too; however, some of them are real. But we can imagine what it would be like to grow up in the service of Aaron Burr, a bold and aspiring politician doomed to failure. Come, let us meet our stable boy and learn of his life as he tells us his story.

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

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

**I used the story elements on my Summarizing Strategy Card to decide which information from these two pages 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 the fact that Aaron Burr's house would have had a lot of people working there. I listed only what I thought the author would most want me to know about the story before I read *Aaron Burr and the Stable Boy*.**

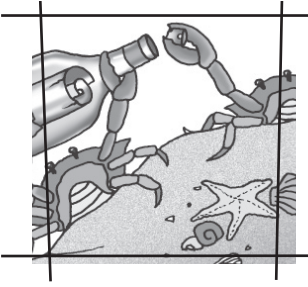
### Preview Team Talk

- 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			
<p>1. Which of the following best describes where Mr. Burr is located?  ST </p> <ul style="list-style-type: none"> <li>a. on his way to the stables to visit John</li> <li>b. on his way to be vice president in Washington, D.C.</li> <li>c. on the road to being elected president</li> <li>d. on the road between Washington, D.C. and his home</li> </ul>			
<p>2. How can you tell that John respects his employer, Aaron Burr?  CH </p>			
<p>3. Why does John prefer to stay in the stable instead of the house?  CE </p>			
<p>4. Choose the best list of important events for pages 23 and 24 of the story.  SU </p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>List A</p> <ul style="list-style-type: none"> <li>a. John works in the stable.</li> <li>b. He enjoys his life.</li> <li>c. Mr. Burr will arrive soon.</li> <li>d. John has a lot of work to do.</li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>List B</p> <ul style="list-style-type: none"> <li>a. The sun creeps through the window.</li> <li>b. John works in the stable.</li> <li>c. The horses' names are Chickasaw and Mohican.</li> <li>d. John eats breakfast.</li> </ul> </td> </tr> </table> <p style="margin-top: 10px;">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"> <li>a. John works in the stable.</li> <li>b. He enjoys his life.</li> <li>c. Mr. Burr will arrive soon.</li> <li>d. John has a lot of work to do.</li> </ul>	<p>List B</p> <ul style="list-style-type: none"> <li>a. The sun creeps through the window.</li> <li>b. John works in the stable.</li> <li>c. The horses' names are Chickasaw and Mohican.</li> <li>d. John eats breakfast.</li> </ul>
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- 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 23 (paragraphs 1–3) aloud with partners.**  
**pages 23 (paragraph 4) and 24 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 best describes where Mr. Burr is located? **|ST|**
  - a. on his way to the stables to visit John
  - b. on his way to be vice president in Washington, D.C.
  - c. on the road to being elected president
  - d. on the road between Washington, D.C. and his home

2. How can you tell that John respects his employer, Aaron Burr? **|CH|**

**100 points** = I can tell that John respects Aaron Burr because he calls him gracious and wise. This means John thinks Mr. Burr is a good employer.

He also takes the best care of the stables and horses that he can. He does good work because he likes Mr. Burr. **90 points** = I can tell that John respects Aaron Burr because he calls him gracious and wise. This means

John thinks Mr. Burr is a good employer. **80 points** = He calls him gracious and wise.

Team Talk *continued*

3. Why does John prefer to stay in the stable instead of the house? |CE|

**100 points** = *John prefers to stay in the stable instead of the house because he likes the quiet solitude of the stable. He also thinks of the horses as his friends, so he wants to be with them.* **90 points** = *John prefers to stay in the stable instead of the house because he likes the quiet solitude of the stable.*  
**80 points** = *He likes the quiet solitude of the stable.*

4. Choose the best list of important events for pages 23 and 24 of the story. |SU|

List A

- John works in the stable.
- He enjoys his life.
- Mr. Burr will arrive soon.
- John has a lot of work to do.

List B

- The sun creeps through the window.
- John works in the stable.
- The horses' names are Chickasaw and Mohican.
- John eats breakfast.

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 ideas and information about the main characters. List B includes some less-important details such as the sun creeping through the window. List B also leaves out some important details such as the fact that Mr. Burr will arrive soon and that John has a lot of work to do.* **90 points** = *I chose List A because it includes only important ideas and information about the main characters. List B includes some less-important details such as the sun creeping through the window. List B also leaves out some important details.*  
**80 points** = *List A includes only important information. List B includes some less-important details.*

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



**Class Discussion TP**

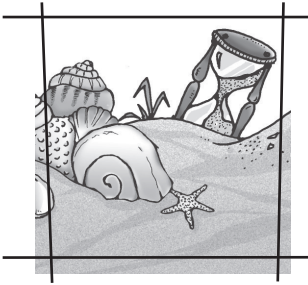
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	Team Talk Extenders
	<p>What do you know about John from the story so far?</p> <p>What clues from the setting let you know that this story takes place in the past?</p>
<ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	

Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

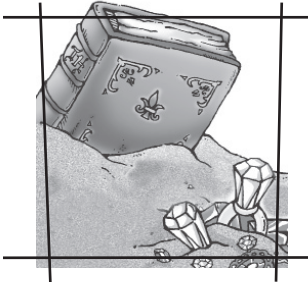
### Page 23 (paragraphs 1 and 2)

- 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**

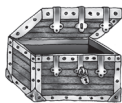
Timing Goal: 30 minutes

**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.

Does John enjoy being a stable boy? How can you tell?

### Listening Comprehension



- Read page 25 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 25

After breakfast I walked out into the morning sun to assess what needed to be done that day. I surveyed the stable and yard. The door to the stable needed a fresh coat of paint, and the pine fence around the corral needed a few new posts. But these were easy tasks that wouldn't take much time to complete. I decided to go back into the stable and survey the interior so I might see what other chores awaited.

It was then that I stumbled onto my first task. As I walked inside, I noticed that Mohican, the elder of the two Arabians, was gingerly holding his left foreleg up in the air. He did not want it touching the ground. I wondered why I hadn't seen that as I had fed the steeds, but even the keenest eye sometimes misses small details.

"Now there, Mohican," I said. "Why might you be holding your foreleg aloft?" Mohican snorted at my approach, and I carefully leaned down to inspect his left front leg. "Egad!" I gasped, for Mohican had quite a nasty gash down his foreleg. My first thought, aside from my concern for Mohican's well-being, was the look on Mr. Burr's face were he to come to the stables for an evening ride (as he was wont to do after an early supper). What would he think if he were to find his prized Arabian horse deeply wounded? I knew I had to act fast. And act fast is exactly what I did.

**I'm going to think about the story elements to help me decide which information is the most-important on this page. The story is about John's life as Aaron Burr's stable boy, so I'm looking for information that tells me more about John and his job. On this page, I learn that John sees all the work he has to do to clean the stables. That's important because John has to get everything ready for Mr. Burr, so I'll write that down. I also learn that Mohican has an injured leg. I know that's important because the horses are John's responsibility, so I'll include that in my list too. The story also says that John knows that he has to act fast to help Mohican. That tells me something important about John, so I'll include it on my list as well. Write and display these ideas 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 followed the steps on the Summarizing Strategy Card. Discuss how you decided which information was more important and which was less important. Point out that you wrote these ideas briefly and in your own words.

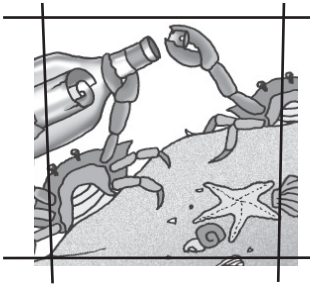
**I thought about what I needed to know, using the story elements listed on my Summarizing Strategy Card. I tried to leave out the things that were less important. For example, I left out that Mohican snorted at John’s approach because that doesn’t seem as important as some of the other ideas. Also, I left out the fact that Mohican’s injured leg is his left leg. The important thing is that the horse has an injured leg; it doesn’t matter which leg is hurt.**

### 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. Why does Mohican jerk his foreleg away?  CE	
2. How can John tell that Mohican’s leg is better? Support your answer.  DC	
3. How does the mood of the section change from the beginning to the end?  MD • CC	
4. Choose the best list of important events for pages 26 and 27 of the story.  SU	
List A	List B
a. John roots through the pantry.	a. John gathers supplies.
b. He fills the pail with water.	b. He cleans and bandages Mohican’s wound.
c. He cleans and bandages Mohican’s wound.	c. He tests Mohican’s leg.
d. Mohican snorts.	d. Mohican gets better.
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 1–4) aloud with partners.**  
**pages 26 (paragraph 5) and 27 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 Mohican jerk his foreleg away? |CE|

**100 points** = Mohican jerks his foreleg away because John puts some water and medicine on it. The medicine stings the wound on his leg.

**90 points** = Mohican jerks his foreleg away because John puts some water and medicine on it. The medicine stings. **80 points** = John puts some water and medicine on it.

2. How can John tell that Mohican's leg is better? Support your answer. |DC|

**100 points** = John can tell that Mohican's leg is better because Mohican can prance and trot on it. He is not limping or moving slowly. I think John knows how Mohican acts when he is healthy. **90 points** = John can tell that Mohican's leg is better because Mohican can prance and trot on it. He is not limping. **80 points** = Mohican can prance and trot on it.

Team Talk *continued*

3. How does the mood of the section change from the beginning to the end? [MD • CC]

**100 points** = *At the beginning of the section, the mood is tense. John is worried about Mohican and rushing to gather supplies to heal him. At the end of the section, the mood is less tense and more relaxed. Mohican is okay, and John is fixing the broken stable boards.*

**90 points** = *At the beginning of the section, the mood is tense. John is worried about Mohican and rushing to gather supplies to heal him. But John is more relaxed at the end.*

**80 points** = *The mood is tense at the beginning and more relaxed at the end.*

4. Choose the best list of important events for pages 26 and 27 of the story. [SU]

List A

- a. John roots through the pantry.
- b. He fills the pail with water.
- c. He cleans and bandages Mohican's wound.
- d. Mohican snorts.

List B

- a. John gathers supplies.
- b. He cleans and bandages Mohican's wound.
- c. He tests Mohican's leg.
- d. Mohican gets better.

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 Mohican snorting. List A also leaves out some important events such as Mohican getting better after John's care.*

**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 Mohican snorting.*

**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**

Do you think that John handles emergencies well? How do you think you would have acted in a similar situation?

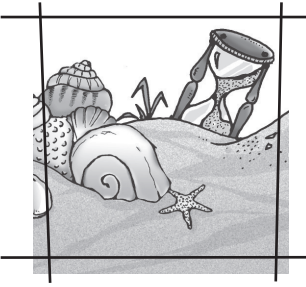
John thinks Mr. Burr will appreciate what he did to heal Mohican. Do you think John is correct? Why or why not?

- 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**

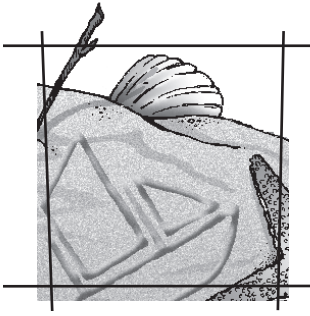
Timing Goal: 5 minutes

- 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-5

### Page 26 (paragraphs 4–6)

- 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**

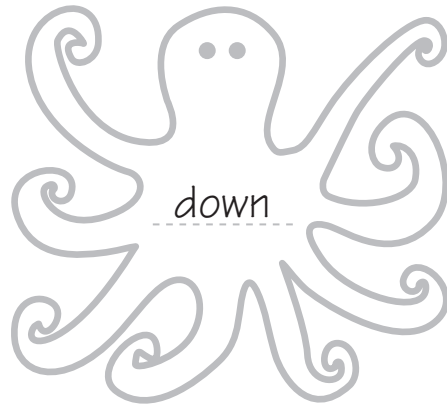
Timing Goal: 10 minutes

**Preparation:** Display the word *produce*.

tps

- Direct students' attention to the word you have displayed. Use **Think-Pair-Share** to have students identify what this word means. Randomly select a few students to share the definitions for *produce*. List the definitions on the board or chart paper. *Fruits and vegetables that are for sale, to create.*
- Remind students that some words have more than one meaning. We call these words homographs, or multiple-meaning words. Point out that these words may or may not sound the same.
- Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for homographs. Randomly select a few students to share. Display the Word Treasure clue for homographs (an octopus). Point out that the octopus has many legs and that we can write the word's multiple meanings on them.
- Display the graphic of the octopus. Write the word "down" on the octopus. Use **Think-Pair-Share** to have students identify the meanings of the word. Randomly select a few students to share, and write each definition on a leg of the octopus. *A lower place, soft, fluffy feathers on a bird, a stuffing for pillows and comforters.*

Blackline master provided.



- Review the Word Treasure (homographs). Review why Captain Read More thinks it is important to know homographs by explaining that they help us stop and consider the word and its context. Point out that this helps us make sure that we understand the word's correct meaning.

Word  
Treasure

Some words may look the same, but they have more than one meaning.

If you come across a word that you know has more than one meaning, stop and consider the word and how it is used.

- Tell students that Captain Read More has found one word from this cycle’s vocabulary list that is a homograph. Tell students to look out for this word the next time they review their vocabulary words.
- 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

1. Read the following sentence.

Although it can be hot during the day in the desert, it can get very cold at night.

Which of the following sentences uses *desert* the same way?

- a. Roni deserted his friends as soon as he heard a scary knocking.
- b. It is against the law to desert the army.
- c. The streets of the city were deserted after the mayor ordered people to stay inside for safety.
- d. *Antarctica is actually a desert because it gets less than ten inches of water each year.*

2. Read the following sentence.

A good singer with a high-pitched voice can fragment a glass into tiny pieces.

Which of the following sentences uses *fragment* the same way?

- a. A fragment of sand got into my camera, and it no longer works.
- b. *The wrecking ball fragmented the concrete wall into small chunks of rock.*
- c. Learning to add and subtract is only a fragment of the skills students learn in math.
- d. Fragments of the skeleton were missing, so scientists had to guess how the bones fit together.

## Building Meaning

caressed	resided	gingerly	displeasure
spectacular	asset	options	present

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.

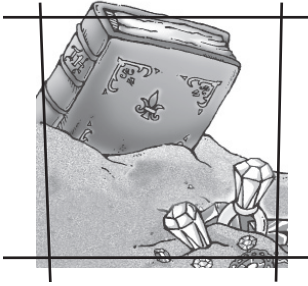
Having an open mind is an asset if you want to solve difficult problems.



- 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"><li>- How many points did you earn today?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

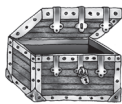
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary TP**

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

**Strategic Review**

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

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

What is the mood of the story when John learns that Mohican is injured?

### Listening Comprehension

- Read pages 28 and 29 of the story to students, pausing briefly after each page to retell in your own words what happened on that page. When finished, use a **Think Aloud** to model identifying the most-important ideas from this section. Aim for three or four ideas. Display these ideas on a new piece of chart paper.



A Collection of Readings,  
pages 28 and 29

I had finished mending the broken stable wall and was putting my tools away when I heard the sound of galloping hooves. I looked toward the entry to the property, my hand shading my eyes from the sun above. As I watched, a young man (not much older than I) rode into the corral. He held the reins tightly with one hand, the other holding his tricorner hat to his head as he galloped his horse into the yard. As a stable boy, it was my responsibility to greet all who rode into our corral. I ran to meet the horseman.

I took hold of the horse's halter as horse and rider came to a stop. "Good day, sir," I said as the man dismounted.

"And a good day to you," said he, dusting off his breeches and straightening his hat.

"I'm afraid, sir, that I don't recognize you. I am John Thomas Anderson, stable boy for Mr. Aaron Burr, at your service," I said, bowing gracefully.

"At ease, good man," said the stranger. "We are under the employ of the same gentleman. I am Wicks Cherrybond, the personal assistant to Mr. Burr. I attend to his personal matters in Washington. In fact, this is my first journey to New York."

"Tis indeed a joy to make your acquaintance," I said respectfully.

"The pleasure is mine," said Mr. Cherrybond. "I have been riding with Mr. Burr's coach from our nation's capital, Washington, D.C. I have ridden ahead to tell Mr. Burr's domestic staff that his coach is but a few hours away. He sent me to make sure that all was prepared for his arrival."

I cleared my throat. "Indeed, sir," I said. "We have been busy at work preparing for our employer's return. We had a bit of a hitch in plans, as one of Mr. Burr's prized riding horses suffered a bit of a wound on his foreleg. But worry not, for I have bandaged it. All seems well, now."

Mr. Cherrybond cocked his eyebrows. "Ah, you've dressed the wound?"

"Yes, sir," I said humbly.

He continued, "I always respect the work of a field medic. Would you allow me to view your work?"

"It would be my honor," I said.

**What are the most-important ideas in this section? I'll use the story elements on the Summarizing Strategy Card as a guide to help me think about the most-important information. I think it's pretty important that John meets Mr. Cherrybond because Mr. Cherrybond also works for Mr. Burr. I also think it's important that Mr. Cherrybond wants to see Mohican. I'll add these ideas to the chart.** Write and display these ideas 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-8

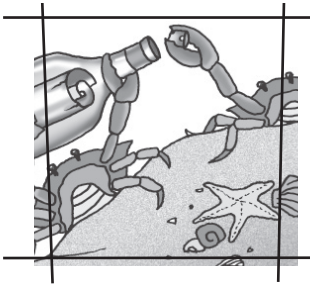
### Team Talk

1. Which of the following means about the same as *modest* on page 30? |CL|
  - a. angry
  - b. kind
  - c. proud
  - d. humble

What evidence do you have to support your answer?
2. Explain why Mr. Cherrybond offers John a new job. |CE|
3. Do you think John will take the new job? Support your prediction with evidence from the story. |PR|
4. Choose the best list of important events for pages 30 and 31 of the story. |SU|
 

List A	List B
a. Mr. Cherrybond is impressed by John's work.	a. John ties Mr. Cherrybond's horse to a hitching post.
b. He tells John that he thinks John is very loyal.	b. The two go into the stable.
c. He offers John a promotion.	c. Mr. Cherrybond offers John a promotion.
d. John is excited.	d. John asks, "Indeed, sir?"

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 30 aloud with partners.**  
**page 31 silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

### Team Discussion **TP**

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

### Team Talk

1. Which of the following means about the same as *modest* on page 30? |CL|
  - a. angry
  - b. kind
  - c. proud
  - d. *humble*

What evidence do you have to support your answer?

**100 points** = *The evidence that supports my answer is that when Mr. Cherrybond praises John's work, John just bows his head and says he was helping a friend. That's a humble thing to do.* **90 points** = *The evidence that supports my answer is that when Mr. Cherrybond praises John's work, John just bows his head.* **80 points** = *When Mr. Cherrybond praises John's work, John just bows his head.*



Team Talk *continued*

2. Explain why Mr. Cherrybond offers John a new job. |CE|

**100 points** = *Mr. Cherrybond offers John a new job because he's impressed by how John helped Mohican. He thinks that John has shown himself to be a loyal and trustworthy employee.*

**90 points** = *Mr. Cherrybond offers John a new job because he's impressed by how John helped Mohican.*

**80 points** = *He's impressed by how John helped Mohican.*

3. Do you think John will take the new job? Support your prediction with evidence from the story. |PR|

**100 points** = *I predict that John will take the new job. He says that the news of the new job is "good news indeed." That makes me think he'll take it.*

**90 points** = *I predict that John will take the new job. He says that the news of the new job is good news.*

**80 points** = *I think he will. He thinks it's good news.*

4. Choose the best list of important events for pages 30 and 31 of the story. |SU|

## List A

- Mr. Cherrybond is impressed by John's work.
- He tells John that he thinks John is very loyal.
- He offers John a promotion.
- John is excited.

## List B

- John ties Mr. Cherrybond's horse to a hitching post.
- The two go into the stable.
- Mr. Cherrybond offers John a promotion.
- John asks, "Indeed, sir?"

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 John asking, "Indeed, sir?" List B also leaves out some important events such as Mr. Cherrybond being impressed with John's work.*

**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 John asking, "Indeed, sir?"*

**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**

- 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**

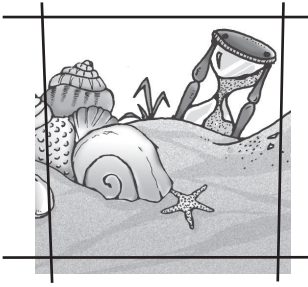
Mr. Cherrybond says that John is loyal and trustworthy. Why do you think these are qualities that a person wants to see in his or her employees?

Do you think John should take the new job? Would you take it? 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**

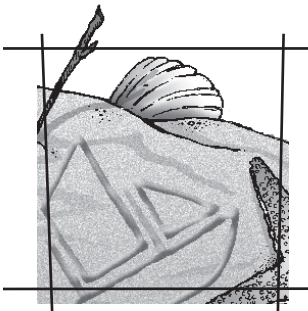
Timing Goal: 5 minutes

- 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 these on the board.

Student Edition, page S-5

**Page 26 (paragraphs 4–6) or 30 (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

- Remind students of the Word Power skill (homographs/multiple-meaning words) and the Word Treasure clue that Captain Read More uses for homographs (the octopus).
- Use **Think-Pair-Share** to have students identify the homograph from their vocabulary list. Randomly select a few students to share [present/].





- Display the graphic of the octopus. Write the word “present” in the middle of the octopus. Use **Team Huddle** to have students discuss the meanings of the word. Use **Random Reporter** to select students to share answers, and list each definition on a different leg of the octopus. *Currently existing, a gift, to introduce or show.*



- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,  
pages S-8 and S-9

### Skill Practice

1. Read the following sentence.

I heard a loud snap as a tree branch fell off the tree because of the heavy snow.

Which of the following sentences uses *snap* the same way?

- a. The lion tamer snapped the whip to get the lion to jump on the podium.
- b. We liked the restaurant because it had snappy service, even on busy nights.
- c. *The carrot was so fresh you could hear a snap when it was bent slightly.*
- d. The toddler was too small to snap the buttons on her coat.

2. Read the following sentence.

The deer cleared the fence with an easy, graceful bound.

Which of the following sentences uses *bound* the same way?

- a. The nurse bound my finger with gauze and tape after I cut it.
- b. The evil villain bound the hero's love with rope when he kidnapped her.
- c. *The squirrel bounded through the trees as it looked for nuts to eat.*
- d. A day off from school is bound to happen if we get several inches of snow.

Building Meaning			
caressed	resided	gingerly	displeasure
spectacular	asset	options	present

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.*

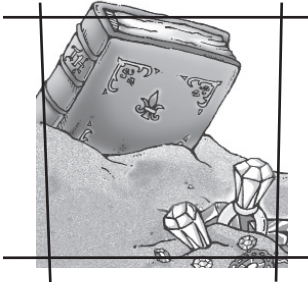
4. Marco felt displeasure when he saw that someone had scratched his car.

*Displeasure* means—

- a. pleasure.
- b. anger.
- c. happiness.
- d. fear.

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

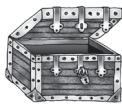
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**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 does Mr. Cherrybond offer John a new job?

### Listening Comprehension



- Read pages 32 and 33 of the story to students, pausing briefly after each page to retell in your own words what has happened on that page. When you have finished, use a **Think Aloud** to model identifying the most-important ideas from this section. Aim for three or four important ideas. Display these ideas on a new piece of chart paper.

A Collection of Readings,  
pages 32 and 33

I cleared my throat once again. “That is quite an honor, sir,” I said. “I wonder, may I have a short time to think it over?”

“Very well. As I’ve said, Mr. Burr is but a few hours coach-ride from here. I shall attend to some matters inside. I will leave you here to consider this opportunity. You have a few hours to think it over. I will return before Mr. Burr’s arrival. Good day, Mr. Anderson.” With that, Mr. Cherrybond tipped his hat, spun on his heels, and left the stable.

I sat down on my stool. I had much to think about. I knew that this opportunity was a good one, one that could lead me to great fortune and fame. “John T. Anderson, personal assistant to the vice president of the United States,” I said to myself. I rather liked the sound of that. But still, I had grown accustomed to my simple life as a stable boy. Further, I had grown very close to Chickasaw and Mohican, whom I considered friends.

As I sat and thought, I remembered when I was a young boy, leaving my parents’ home. As I had prepared to make my way in the world, my father had taken me aside. “Jonathan,” he said, “I have some advice for you. First, always be true to yourself, and you will then be untrue to no one. Secondly, be kind to others. Thirdly, never let an opportunity pass if it knocks on your door. You can never know what the future might hold, but you can always face it gladly, with open arms.”

This seemed like such an opportunity. I had never been farther from home than the nearby Hudson River. The thought of leaving New York and traveling south to Washington, D.C., was at once exciting and frightening. Would I succeed in Washington? Would I be able to make my way so far from the places and people I had grown to know? These questions and others raced through my mind. I didn’t know what to do.

**What are the most-important events from these pages? 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 Mr. Cherrybond gives John time to think and that John sits and thinks about what he’s been offered. He remembers his dad’s advice. These are all important events from the story, so I’ll add these ideas to the chart. Write and display these ideas 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.

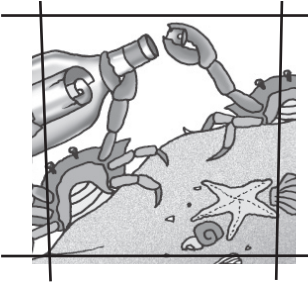
### Preview Team Talk

- 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-9

Team Talk	
1. Why do you think John decides to take the new job?  CE	
2. Why do you think Mr. Cherrybond waits until after John’s decision to tell John that he can call him Wicks?  DC	
3. What is the <b>last</b> thing John has to do as a stable boy?  SQ	
4. Choose the best list of important events for pages 34 and 35 of the story.  SU	
List A	List B
a. Mr. Cherrybond stands in the doorway of the stable.	a. John tells Mr. Cherrybond he’ll take the job.
b. John tells Mr. Cherrybond he’ll take the job.	b. John has one last job as a stable boy.
c. Mr. Cherrybond shouts in joy.	c. Mr. Burr arrives.
d. Mr. Cherrybond holds out his hand.	d. John runs out to meet Mr. Burr.
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 34 (paragraphs 1–5) aloud with partners.**  
**pages 34 (paragraph 6) and 35 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 John decides to take the new job? |CE|

**100 points** = *I think John decides to take the new job because he remembers that his dad always said to take opportunities as they come. The new job is a good opportunity, so John thinks he should take it.* **90 points** = *I think John decides to take the new job because he remembers that his dad always said to take opportunities as they come. The new job is a good opportunity.* **80 points** = *His dad always said to take opportunities as they come.*

Team Talk *continued*

2. Why do you think Mr. Cherrybond waits until after John's decision to tell John that he can call him Wicks? |DC|

**100 points** = *I think Mr. Cherrybond waits until after John's decision to tell John that he can call him Wicks because he wants to wait until he and John are in similar positions. He and John are equals now. They will also probably become friends by working together.* **90 points** = *I think Mr. Cherrybond waits until after John's decision to tell John that he can call him Wicks because he wants to wait until he and John are in similar positions. He and John are equals now.* **80 points** = *He wants to wait until he and John are in similar positions. He and John are equals now.*

3. What is the **last** thing John has to do as a stable boy? |SQ|

**100 points** = *The last thing John has to do as a stable boy is sweep up the stable. He hasn't done that yet because of Mohican and Mr. Cherrybond's visit.* **90 points** = *The last thing John has to do as a stable boy is sweep up the stable.* **80 points** = *He has to sweep the stable.*

4. Choose the best list of important events for pages 34 and 35 of the story. |SU|

## List A

- Mr. Cherrybond stands in the doorway of the stable.
- John tells Mr. Cherrybond he'll take the job.
- Mr. Cherrybond shouts in joy.
- Mr. Cherrybond holds out his hand.

## List B

- John tells Mr. Cherrybond he'll take the job.
- John has one last job as a stable boy.
- Mr. Burr arrives.
- John runs out to meet Mr. Burr.

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 Mr. Cherrybond holding out his hand. List A also leaves out some important events such as Mr. Burr arriving home.* **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 Mr. Cherrybond holding out his hand.* **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**

Do you think John made the right decision? Why or why not?

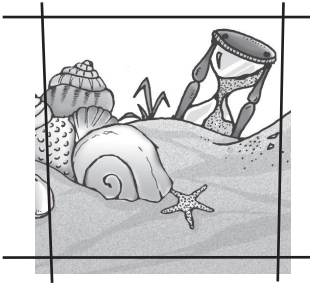
How do you think John’s duties as a personal assistant will be different from his duties as a stable boy?

Have you ever had to make a decision like John’s? Have you been asked to try a new opportunity? If so, what? Did you make a good decision?

- Award team celebration points.

**Write-On Discussion**

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



## FLUENCY IN FIVE **TP**

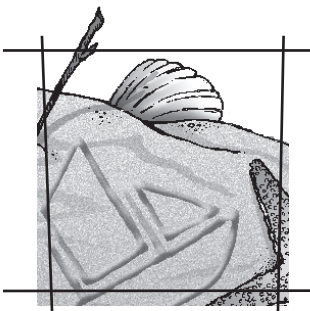
Timing Goal: 5 minutes

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

Student Edition, page S-5

**Page 26 (paragraphs 4–6), 30 (paragraphs 1–5), or 34 (paragraphs 1–3)**

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



## WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (homographs/multiple-meaning words) and the Word Treasure clue that Captain Read More uses for homographs.
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn homographs. Randomly select a few students to share. *Learning about homographs helps us stop and think about the meaning of the word.*

**tps**

- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify the word that goes in each blank. Point out that the words are homographs, so students will use the same word for both blanks.

**Preparation:** Display the Word Power Challenge.

## Word Power Challenge

Carlotta loved watching things \_\_\_\_\_ in spring and seeing a tiny \_\_\_\_\_ poke up out of the snowy ground.



- Use **Random Reporter** to select students to read each sentence aloud and to identify the missing homograph. Have students provide definitions for the homographs. Blossom = *to bloom or grow, a flower*.
- 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-10

## Skill Practice

- Read the following sentence.  
The bird scratched and picked in the soil to find a fat worm to eat.  
Which of the following sentences uses *soil* the same way?
  - If you want to garden, you will need some good soil for planting seeds.
  - The little boy soiled his good pants by dropping chocolate ice cream on them.
  - The tablecloth was soiled when a glass of soda was spilled on it.
  - Ink and paint soiled Marsha's hands after she worked on her art project.
- Read the following sentence.  
"Can I pin this lost pet sign to your door?" the girl asked the store owner.  
Which of the following sentences uses *pin* the same way?
  - I had to find a pin to hold the pieces of fabric together.
  - I knocked down all the bowling pins with my lucky bowling ball.
  - My mom's favorite pin has tiny pearls on it.
  - The scoutmaster will pin the badge on my uniform for everyone to see.

Building Meaning			
caressed	resided	gingerly	displeasure
spectacular	asset	options	present

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

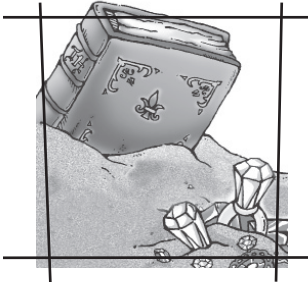
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

I knew I'd never forget the spectacular day I had at the park, playing all of my favorite games.

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**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.



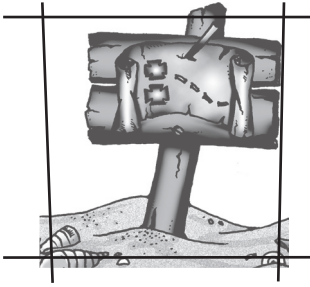
**In yesterday's reading, John decided to accept a job as Mr. Burr's personal assistant. Today we will find out what Mr. Burr thinks about everything that has happened.**

**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**

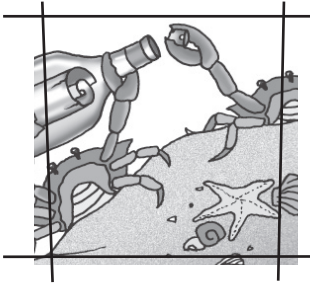
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #3 and #5 ask about summarizing.
- Ask students to underline key words or phrases in question #5.
- Make sure that students understand that the test is independent work and that 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**

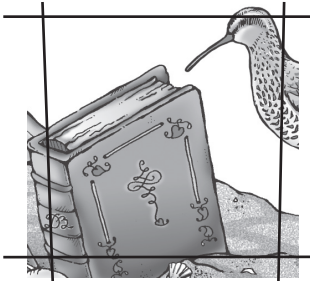
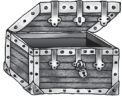
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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

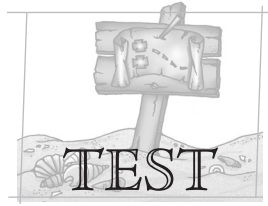
Timing Goal: 20 minutes

- 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.

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



## Comprehension Questions

Read pages 36 and 37 of *Aaron Burr and the Stable Boy*, and answer the following questions. The total score for comprehension questions equals 100 points.

**20 points**

1. Why is the mood of the story tense when John discovers that Mohican's leg is hurt? |MD|

**20 points** = *The mood of the story is tense when John discovers that Mohican's leg is hurt because John has to hurry to fix it. He has to find medicine and bandages for Mohican's leg. Mohican is Mr. Burr's favorite horse, so John wants him to be healthy when Mr. Burr arrives.* **15 points** = *The mood of the story is tense when John discovers that Mohican's leg is hurt because John has to hurry to fix it. He has to find medicine and bandages for Mohican's leg.* **10 points** = *John has to hurry to fix it.*

**20 points**

2. What memory helps John make the decision to take the new job? |CE|

**20 points** = *The memory that helps John make the decision to take the new job is one of his father. His father told him to take opportunities when they come, and John knows this is a good opportunity.* **15 points** = *The memory that helps John make the decision to take the new job is one of his father. His father told him to take opportunities when they come.* **10 points** = *The memory of his father's advice helps him.*

**10 points**

3. Which of the following is not a main idea in the story? |SU|

- John sees the morning sun creep through the window.*
- John is a stable boy for Aaron Burr.*
- John bandages an injured horse's leg.*
- John takes a job as a personal assistant in Washington, D.C.*

**20 points**

4. Why do you think Mr. Burr says John needs some new clothes? |DC|

**20 points** = *I think Mr. Burr says John needs some new clothes because John has been working in a stable. His clothes are dusty from that job. John will be Mr. Burr's personal assistant in Washington, D.C. now. He will need better clothes.* **15 points** = *I think Mr. Burr says John needs some new clothes because John has been working in a stable. John will need better clothes as a personal assistant.* **10 points** = *John will need better clothes as a personal assistant.*

**30 points**

5. Choose the best list of main ideas from pages 36 and 37 of the story. [SU]

List A

- a. Wicks tells Mr. Burr about John's good deed.
- b. Mr. Burr agrees with Wicks.
- c. John offers to care for Mr. Burr's horses one last time.
- d. John is now a personal assistant.

List B

- a. Mr. Burr has a sharp brow.
- b. Mr. Burr stretches his legs.
- c. Mr. Burr agrees with Wicks about John's good deeds.
- d. John will eat dinner at 4 o'clock.

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

*(Answers may vary.)* **20 points** = I chose list A because it has more important ideas, such as Wicks telling Mr. Burr about John's good deed. List B includes some less-important details and leaves out some important ideas like the fact that John is now a personal assistant.

**15 points** = I chose list A because it has more important ideas. List B includes some less-important details and leaves out some important ideas. **10 points** = List A has more important ideas than list B.

## 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

**5 points**

1. Read the following sentence.

My annoying little brother tried to block me from seeing the television by standing in front of it.

Which of the following sentences uses *block* the same way?

- a. To make pottery, you need to start with a good block of clay.
- b. *The police blocked the crowd from getting too close by holding out their arms.*
- c. Gabe enjoyed playing with his blocks by stacking them to make tall towers.
- d. The grocery store is only a block from our house, so my mom lets me walk there.

**5 points**

2. Read the following sentence.

The ranchers wanted to fence in their cattle so they wouldn't wander off the property.

Which of the following sentences uses *fence* the same way?

- a. *The children tried to fence in the mouse so they could catch it, but it escaped.*
- b. We installed an electric fence that our dog cannot cross when she's outside.
- c. Dino was on the fence about whether he really wanted to go to the amusement park.
- d. The cemetery had a tall fence around it to keep people from trespassing there.

**5 points**

3. Read the following sentence.

The horse was taught how to stamp its foot in answer to a question.

Which of the following sentences uses *stamp* the same way?

- a. You have to place a stamp on an envelope before you can mail it.
- b. Nicole used a rubber stamp to decorate her party invitations.
- c. The delicious dinner received Marcus's stamp of approval to be made again.
- d. *The angry child stamped her foot on the floor when no one paid attention to her.*

**5 points**

4. Read the following sentence.

"Can you point to the kind of cupcake you want from the case?" the baker asked the child.

Which of the following sentences uses *point* the same way?

- a. The pencil had such a sharp point on it that it poked a hole in my paper.
- b. The point of the story is that you should learn from your mistakes.
- c. *When Mom asked who ripped the couch cushions, we all pointed at the dog.*
- d. The end of a knife is very pointy, which is why young children shouldn't play with it.

**Building Meaning**

caressed	resided	gingerly	displeasure
spectacular	asset	options	present

**10 points**

5. Write a meaningful sentence for the word
- options*
- .

**10 points** = I asked my mom what options we had for dinner when she said it was leftovers night. **5 points** = I asked my mom what options we had for dinner. **1 point** = I asked my mom what options we had.

**10 points**

6. The soft cotton of my scarf
- caressed
- the skin on my neck.

**10 points**

7. The book I read last week was so
- spectacular
- that I'm not surprised to hear that it's very popular.
- Spectacular*
- means—
- 
- a. dull.
- 
- b.
- amazing*
- .
- 
- c. average.
- 
- d. uninteresting.

**10 points**

8. I reached out to pet the large dog's head
- gingerly
- because I was a little scared of it.

**10 points**

9. I
- resided
- in New York City growing up, and our apartment was on the eighth floor.
- Resided*
- means—
- 
- a.
- lived in*
- .
- 
- b. flew.
- 
- c. danced.
- 
- d. marched about.

**10 points**

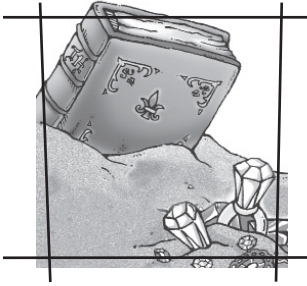
10. Long-distance runners think stamina is an important
- asset
- for winning races.

**10 points**

11. Lola wanted to
- present
- her project first, so she volunteered to go at the start of class.
- Present*
- means—
- 
- a. toss.
- 
- b. hide.
- 
- c.
- show*
- .
- 
- d. remove.

**10 points**

12. Jimmy hated sweet potatoes, so he couldn't hide his
- displeasure
- when he smelled them baking in the oven.

**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 *Aaron Burr and the Stable Boy*. 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 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 excerpt from a story. Read the excerpt aloud to students.

Blackline master provided.

### The Three Little Pigs

One day three little pigs decided to leave home and begin life out in the world on their own. Each decided to build a home to live in.

The youngest pig saw a man driving a cart full of straw. He stopped the man and asked if he could buy enough straw to build a house. The man agreed, and the pig built a fine house of straw.

One day, a wolf came walking by the house and smelled the pig inside. He knocked on the door and said, “Little pig, little pig, may I come in?”

The pig had seen the wolf outside and cried out, “Not by the hair of my chinny chin chin!”

“Then I’ll huff, and I’ll puff, and I’ll blow your house in!” the wolf exclaimed. And the wolf huffed, and he puffed and let out a great *whoosh* of air, blowing away all the straw. Unfortunately for the wolf, the pig had escaped while his house blew down around him.

Meanwhile, the middle pig had met a woman collecting sticks. He asked her if he could buy enough sticks to build a house. The woman agreed, and the pig built a fine house of sticks.

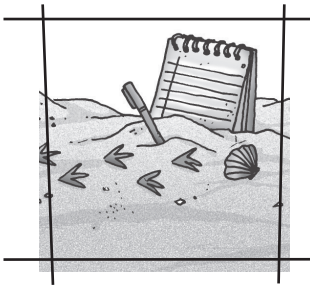
One day his younger brother joined him in fright, saying that a wolf was after him. Sure enough, the wolf came walking by the house and smelled the pigs inside. He knocked on the door and said, “Little pigs, little pigs, may I come in?”

“Not by the hair on our chinny chin chins!” the brothers cried together.

“Then I’ll huff, and I’ll puff, and I’ll blow your house in!” the wolf exclaimed. And the wolf huffed, and he puffed and let out a great *whoosh* of air, blowing away all the sticks. Unfortunately for the wolf, the pigs had escaped while their house blew down around them.



- Tell students to work in their groups to tell the most-important events from the excerpt from *The Three Little Pigs*. Use **Random Reporter** to share responses. *Three pigs decide to leave home. The youngest pig makes a house of straw. A wolf comes by and wants to eat the pig. He blows down the pig’s house. The pig escapes. His middle brother has built a house of sticks. The youngest pig joins his brother. The wolf comes by and wants to eat the pigs. He blows down the pigs’ house. The pigs escape.*
- Tell students that they will choose familiar stories to summarize for children younger than them. Tell students they will have to think about how to keep their summaries 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.**



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

Student Edition, page S-10

### Writing Prompt

Think of a familiar story that a young child would like to hear. Identify the most-important parts of the story, and list them on a story map. List the characters, main problem in the story, most-important events, and how the story ends. Use the story map to write a summary of the story. Your summary will tell the story in a short way. When you have finished, read your story summary aloud to your partner to find out if 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.	<b>35 points</b>
The story leaves out less-important events and details.	<b>35 points</b>
The story is short enough to tell to a young child.	<b>20 points</b>
The story is written in complete sentences.	<b>10 points</b>

- 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:** *Goldilocks and the Three Bears*

**Characters:**

*Goldilocks*  
*the three bears*

**Setting:**

Where:

When:

**Problem:**

*Goldilocks goes into the bears' home while they are away.*

Event: *The three bears go for a walk while their porridge cools.*

Event: *Goldilocks finds their house and goes inside.*

Event: *Goldilocks tries their porridge and eats all of Baby Bear's porridge.*

Event: *Goldilocks tries their chairs and breaks Baby Bear's chair.*

Event: *Goldilocks tries their beds and falls asleep in Baby Bear's bed.*

**Solution:**

*The bears come home and scare Goldilocks away.*

## 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 that they are writing their summaries to tell the stories to a younger audience.

**Thinking about your audience is important when writing. As you summarize your story, you should think about the words you use. You should not use words that are too difficult for younger children to understand.**

- 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 they will help their partners make sure that their summaries do not use vocabulary words that are too difficult for younger children.

**Remember that a summary is a simplified story that tells only the most-important information about the story. Since you are writing for a younger audience, you also have to think about keeping the words you use simple. If younger children cannot understand your summary, they will not want to listen.**

- Display the following excerpt from a summary. Read the excerpt aloud to students.

Blackline master provided.

One glorious day after the first little pig built his dwelling of straw, a wolf wandered by and smelled his fragrance. When the pig wouldn't come out, the wolf blasted the abode down.



- Use **Think-Pair-Share** to have students discuss whether this story is appropriate to tell to a group of children younger than themselves. *No. The words are too hard for young children.*
- Use **Team Huddle** to have students discuss making the vocabulary in the summary excerpt more appropriate for younger children. Use **Random Reporter** to select students to share.

**This excerpt has some tough words in it for a younger audience. Young children might get confused by what you are saying. Let's see if we can make the vocabulary more appropriate for younger children. The first word I see that might be tough is *glorious*. How could we change that? You can change it to beautiful. Right. The word *beautiful* is a much easier word, and the meaning of the sentence will stay the same. I think the word *dwelling* might be hard too. What is a good substitute for that? The word house is a good substitute. Yes! The words *dwelling* and *house* mean the same, but *house* is easier for children to understand.**

- Use **Random Reporter** to have students provide other substitutions for difficult words in the excerpt. (*Answers may vary.*) *You can change the word fragrance to scent. You can change the word blasted to blew. You can change the word abode to house.*
- Tell students to work with their partners and check their summary stories for words that might be too difficult for a younger audience.
- 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.

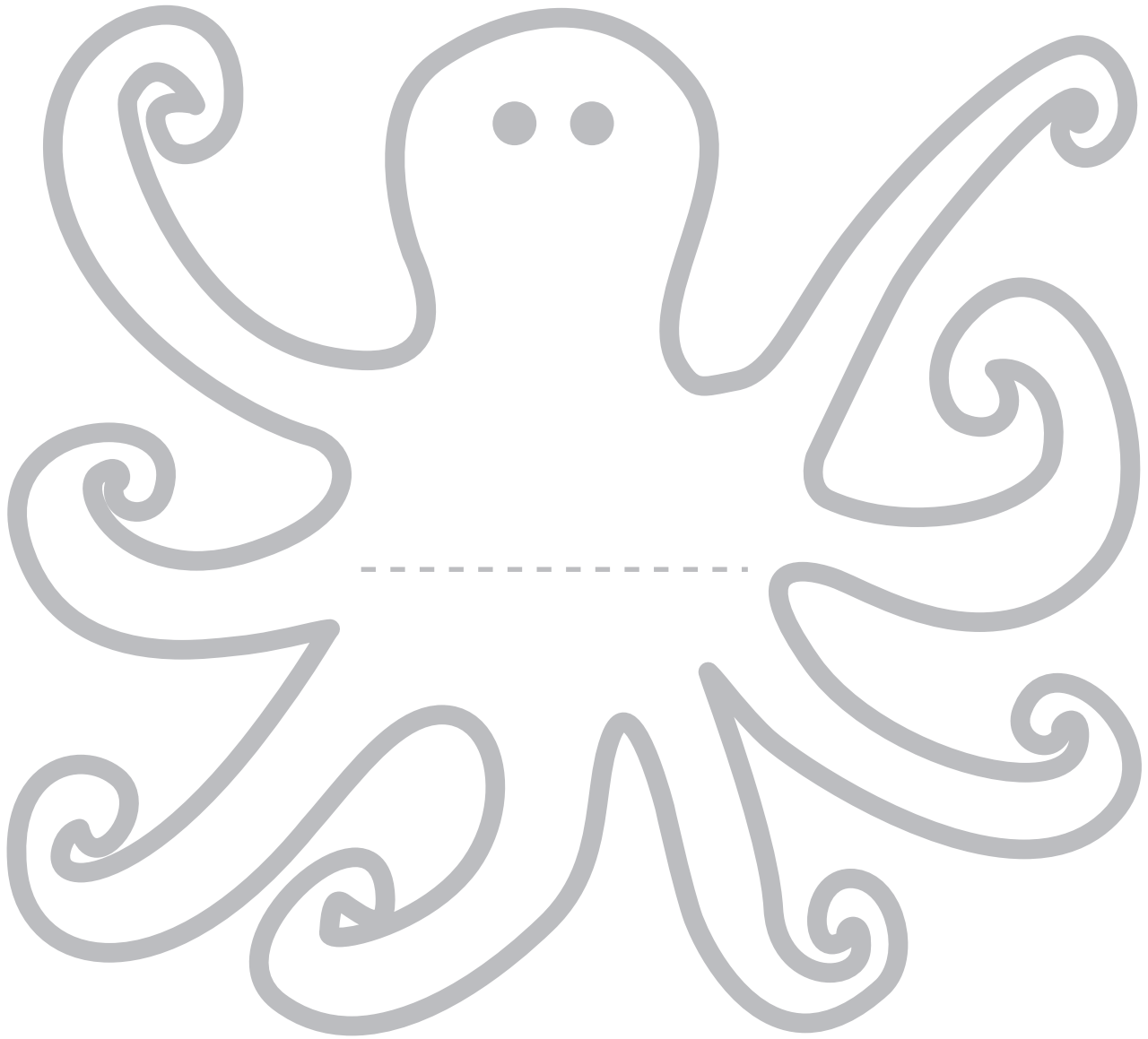
### Editing

- 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"> <li>- <b>What is your team celebration score?</b></li> <li>- <b>How well did you use the team cooperation goal and behavior?</b></li> <li>- <b>How can you earn more points?</b></li> </ul>



## The Three Little Pigs

One day three little pigs decided to leave home and begin life out in the world on their own. Each decided to build a home to live in.

The youngest pig saw a man driving a cart full of straw. He stopped the man and asked if he could buy enough straw to build a house. The man agreed, and the pig built a fine house of straw.

One day, a wolf came walking by the house and smelled the pig inside. He knocked on the door and said, “Little pig, little pig, may I come in?”

The pig had seen the wolf outside and cried out, “Not by the hair of my chinny chin chin!”

“Then I’ll huff, and I’ll puff, and I’ll blow your house in!” the wolf exclaimed. And the wolf huffed, and he puffed and let out a great *whoosh* of air, blowing away all the straw. Unfortunately for the wolf, the pig had escaped while his house blew down around him.

Meanwhile, the middle pig had met a woman collecting sticks. He asked her if he could buy enough sticks to build a house. The woman agreed, and the pig built a fine house of sticks.

One day his younger brother joined him in fright, saying that a wolf was after him. Sure enough, the wolf came walking by the house and smelled the pigs inside. He knocked on the door and said, “Little pigs, little pigs, may I come in?”

“Not by the hair on our chinny chin chins!” the brothers cried together.

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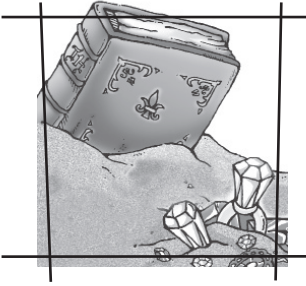
One glorious day after the first little pig built his dwelling of straw, a wolf wandered by and smelled his fragrance. When the pig wouldn't come out, the wolf blasted the abode down.



**CYCLE 2****Instructional Objectives**

	Reading	Word Power	Writing
	<b>Summarizing (SU)</b>	<b>Base word and ending</b>	<b>Write a summary journal entry.</b>
<b>CYCLE 2</b>	Students will use story elements to help them identify the main ideas in the story. As they read, they will restate (retell) information with their partners. At the end of each section, students will identify the most-important ideas through discussion with their teammates.	Students will break words into base words and endings and use the endings <i>-est</i> , <i>-ly</i> , and <i>-ful</i> to increase their understanding of words.	Students will pretend that they are John and write journal entries to summarize the most-important events that have happened since he arrived in Washington, D.C.



**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.

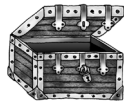
**This cycle we will finish reading *Aaron Burr and the Stable Boy* by Sam R. McColl. As we read, we'll continue to identify the important events in the story. Good readers identify important events to help them understand what happens in the story as they read.**

- 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
<b>potential</b> page 40	chunk: po-ten-tial	possibility	“There is the <i>potential</i> for rain,” said the weatherman, “so you should carry an umbrella just in case.”
<b>slightest</b> page 40	base word + ending: slight + est	least, smallest	I hadn’t the <i>slightest</i> idea what the correct answer was, so I had no choice but to guess.
<b>remedy</b> page 40	chunk: re-me-dy	fix, solve	We had a problem, and nobody knew how to <i>remedy</i> it.
<b>confidence</b> page 44	chunk: con-fi-dence	with full trust	Joe told Joanna something in <i>confidence</i> , so he was angry when she told someone else.
<b>publicly</b> page 48	base word + ending: public + ly	out in the open, not in secret	People often get embarrassed when strangers lose their tempers <i>publicly</i> .

Word and Page Number	Identification Strategy	Definition	Sentence
<b>competent</b> page 48	chunk: com-pe-tent	able, skilled	Everyone trusted the <i>competent</i> leader, who never made mistakes.
<b>dissuade</b> page 51	chunk: dis-suade	change someone else’s mind, convince not to do something	Janie didn’t think skipping school was a good idea, so she tried to <i>dissuade</i> Betsy from doing it.
<b>regretfully</b> page 52	base word + endings: regret + ful + ly	sadly, with sorrow	I <i>regretfully</i> said good-bye to my friends when I moved away.

**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. Point out that summaries can be of 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.

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

Mr. Cherrybond gives John time to think. John sits and thinks.  
 John remembers his dad’s advice.  
 John tells Mr. Cherrybond he’ll take the job.  
 John has one last job as a stable boy.  
 Mr. Burr arrives.  
 John runs out to meet Mr. Burr.

- 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 on the most-important ideas about what has happened in the story so far.
- Use a **Think Aloud** to model deciding which important ideas can be kept and which should 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? I think I can combine the first two items because they're very similar. What's important is that John thinks for a while about the new job offer. I want to keep the third item because his dad's advice is the main reason John takes the new job. It's also important that John tells Mr. Cherrybond that he'll take the job, so I'll keep that item. But now that I've read more of the story, I don't think it's particularly important that John has one last job as a stable boy, so I think I'll cross that one off the list. We've been waiting for Mr. Burr's arrival, so I'll keep that item, but I think I can shorten it and combine it with the last item. I'll change that to say that Mr. Burr arrives, and John meets him.**

- 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 "John thinks for a while about the new job offer. But then he remembers his dad's advice, so he tells Mr. Cherrybond he'll take the job. Finally, Mr. Burr arrives, and John runs to meet him." **This is my summary.**

- 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 to 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.
- Tell students that as they read this cycle, they will discuss and list the main events of each section.

### Listening Comprehension

- Recall what has happened in the story so far. Remind students that John has taken the new job. Ask students to predict, with evidence, what might happen next.
- Tell students that you are about to read pages 38 and 39 aloud, stopping after each page to restate the important ideas. Explain that when you have finished the two pages, you will write the most-important ideas from this section on a piece of chart paper.
- Read pages 38 and 39 aloud, pausing briefly after each page to retell, in your own words, what happened on that page. When you finish, 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,  
pages 38 and 39

### Chapter Three

I adapted rather well to my new role as personal assistant to Mr. Burr. To be honest, there were a few mistakes that I made in the early days, such as paying the wrong bills and forgetting to make sure that Mr. Burr's schedule was cleared for important meetings and such. But I eventually grew to the tasks. Things more or less went smoothly for me.

When I wasn't working, I spent my time exploring Washington, D.C., my new home. In many ways it was similar to New York. The climate was the same, with hot summer days and cool summer nights. The city was as busy as New York. The main difference was that New York was full of tradesmen selling things, buying things, and working with others. In contrast, Washington, D.C., was full of politicians and other government workers.

I would walk the streets looking at the buildings. Most impressive was the White House, the home of the president. The White House had recently opened. It was perhaps the biggest residence I had ever seen. I wondered if one day Mr. Burr might be president and live there. If so, would that mean that I, too, would live there? I knew not. Fortunately, I had many opportunities to see the inside of the White House, for Mr. Burr often had business there. I came to know the president and his staff quite well.

Sometimes if I didn't need to attend the meetings, I would venture onto the grounds of the White House. I would spend time in the presidential stables, trading ideas with the president's stable boys. They were fascinated that a stable boy like me had become a personal assistant. I could tell that they hoped they, too, might one day leave the stables and become personal assistants. To them I would pass along my father's advice: "Be true to yourself, be kind to others, and wait for opportunity to knock. When it does, take it. Face the future with open arms." They would thank me. I would leave the stables and hear the stable boys whistling as they cared for the president's horses.

Life was good for me in Washington, D.C.

**Now that I've finished, I'll think back about the most-important information and decide which information I want to keep and which information I should leave out. I'll use the story elements on my Summarizing Strategy Card as a guide. I think the most-important ideas are: "John makes a few mistakes but learns his job quickly," "John explores his new home," "John meets a lot of people in Washington," and "Things are going well for John." Write and display these ideas on chart paper.**

- Point out that you followed the steps on your Summarizing Strategy Card. Discuss how you decided which pieces of information were more important and which were 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 which information from this section was the most-important. I'm using the main characters and 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 what the exact mistakes were that John made because I don't think they're very important. I'm trying to list only what I think the author would want me to remember most about what happens in *Aaron Burr and the Stable Boy*.**

### 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.

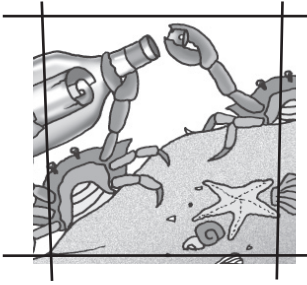
Student Edition, page S-12

### Team Talk

1. Why doesn't John understand Alexander Hamilton's opinion of Mr. Burr? |CE|
2. According to Mr. Newton, how can you tell Mr. Burr has a bad temper? |CH|
3. Which of the following will likely be a problem in this story? |PS|
  - a. smudged silverware
  - b. disagreements with Alexander Hamilton
  - c. unpolished riding boots
  - d. staff not doing their jobs properly
4. Write a summary of pages 40 and 41 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 40 (paragraphs 1 and 2) aloud with partners.**  
**pages 40 (paragraph 3) and 41 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 doesn't John understand Alexander Hamilton's opinion of Mr. Burr? |CE|  
**100 points** = *John doesn't understand Alexander Hamilton's opinion of Mr. Burr because John thinks Mr. Burr is a good man. Mr. Burr treats the staff well and pays them well.* **90 points** = *John doesn't understand Alexander Hamilton's opinion of Mr. Burr because John thinks Mr. Burr is a good man.* **80 points** = *John thinks Mr. Burr is a good man.*
2. According to Mr. Newton, how can you tell Mr. Burr has a bad temper? |CH|  
**100 points** = *According to Mr. Newton, you can tell Mr. Burr has a bad temper from his actions. He yells at Mr. Newton when his boots aren't shined perfectly. He doesn't like it if the silverware has smudges.* **90 points** = *According to Mr. Newton, you can tell Mr. Burr has a bad temper from his actions. He yells at Mr. Newton when small things aren't perfect.* **80 points** = *He yells when small things aren't perfect.*

Team Talk *continued*

3. Which of the following will likely be a problem in this story? **IPS**
  - a. smudged silverware
  - b. *disagreements with Alexander Hamilton*
  - c. unpolished riding boots
  - d. staff not doing their jobs properly
  
4. Write a summary of pages 40 and 41 using at least three important events from the story. (Write-On) **ISU**

**100 points** = *Things don't go well for Mr. Burr in Washington, D.C. He does not get along with many other politicians. Sometimes Mr. Burr snaps at his staff. The staff just apologize and try to do their best work for Mr. Burr.*  
**90 points** = *Things don't go well for Mr. Burr in Washington, D.C. He does not get along with other politicians. Sometimes he snaps at his staff. They just apologize and try to do their best work.*  
**80 points** = *Things don't go well for Mr. Burr. He does not get along with others. Sometimes he snaps at his staff. They just apologize.*

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

**Class Discussion **TP****

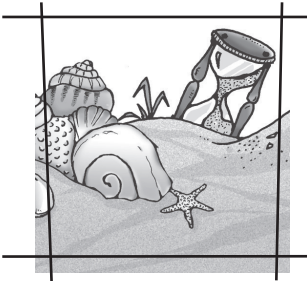
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team's strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
Team Talk Extenders	<p>Do you think it's right for Mr. Burr to take his problems out on his staff? Why or why not?</p> <p>What do you think is making Mr. Burr so upset and short tempered?</p> <p>Have you ever gotten angry at little things that go wrong? Why? What did you do to calm down?</p>
<ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	

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

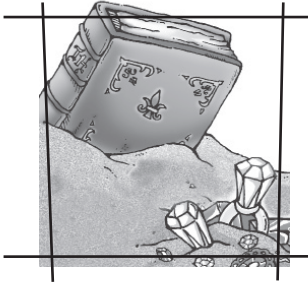
**Page 40 (paragraphs 2–5)**

- 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.

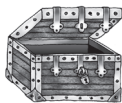
### Set the Stage

- 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.

How has Mr. Burr been showing his temper?

### Listening Comprehension



- Read pages 42 and 43 aloud, pausing briefly after each page to retell, in your own words, what has happened on that page. 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,  
pages 42 and 43

#### Chapter Four

I have said that I had not yet faced Mr. Burr's wrath. That statement didn't hold true for very long. One night after a particularly grueling day on the Senate floor, Mr. Burr and I rode home in his coach. I could tell that Mr. Burr was unhappy with the way things had gone. I had not been with the vice president all day, as I had had business elsewhere in Washington to attend to. But I rode home with him that evening.

I could tell that something was bothering Mr. Burr. He sat stone still, in silence, on the silk cushions of the coach. It was a rainy night, and the gloomy drops of rain on the top of the coach did little to lighten Mr. Burr's foul mood. At one point, the coach ran through a particularly deep puddle. The coach lurched hard to one side, jarring us both.

Mr. Burr snapped. "Blast it, Williams!" he shouted through the roof of the coach. "Stop the coach!" The coach pulled to a hard stop, and Mr. Burr leapt out. I followed him. "Williams!" he shouted at his coachman. "If you can't avoid bumps and puddles in this road, then perhaps I should find a better coachman, one who might be able to get us home in one piece!"

"I'm dreadfully sorry, sir," said Williams, his head bowed in shame.

"Get us home!" Mr. Burr snapped. He climbed back into the coach.

I followed suit.

In the coach, I looked at my employer closely. I could tell that he was angry, though I knew his anger wasn't directed at Williams. In my head I heard my father's voice say, "Be true to yourself, and you will then be untrue to no one."

I knew I had to speak up for poor Mr. Williams.

I cleared my throat. "Mr. Burr," I said, my voice shaking a bit, "may I be candid?" Mr. Burr glared at me, but he said nothing. I continued. "It wasn't right for you to snap at poor Mr. Williams like that, sir. 'Twas not his fault that the coach ran through a puddle."

*(continued on next page)*

Mr. Burr stared at me, as though he were about to leap across the coach. Then his face softened a shade. He whispered, “You are right, young Mr. Anderson. It was not.” He knocked on the ceiling of the coach with his cane. “Williams!” he called. “Please allow me to apologize for snapping at you!”

Through the roof of the coach I heard Mr. Williams shout, “Think nothing of it, sir.” We rode the rest of the way home with no more incidents.

**A number of things happen in this part of the story, but I’m going to try to think about just the most-important information, using the story elements on my Summarizing Strategy Card as a guide. I think it’s important that Mr. Burr has a really bad day. I also think it’s important that he shouts at Williams for no good reason. It’s also important that John tells Mr. Burr that it wasn’t right and that Mr. Burr apologizes to Williams. Write and display these ideas on chart paper.**

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

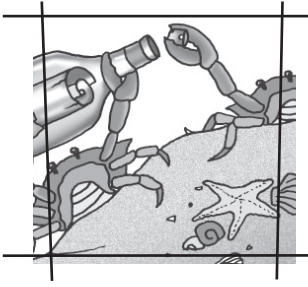
### Preview Team Talk

- 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. Do you think Mr. Burr wants to be angry and treat his staff unfairly? How can you tell? |DC|
2. Do you think things will keep getting better between Mr. Burr and his staff? Support your prediction with evidence. |PR|
3. The last sentence in chapter 4 is an example of which literary technique? |LT|
  - a. simile
  - b. foreshadowing
  - c. metaphor
  - d. rhyme pattern
4. Write a summary of pages 44 and 45 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 44 (paragraphs 1–4) aloud with partners.**  
**pages 44 (paragraph 5) and 45 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. Do you think Mr. Burr wants to be angry and treat his staff unfairly? How can you tell? |DC|

**100 points** = No. I don’t think Mr. Burr wants to be angry and treat his staff unfairly. I can tell because when John tells him that he is taking his problems out on the staff, Mr. Burr changes how he treats them. He also always asks John to make sure the staff is being treated well.

**90 points** = No. I don’t think Mr. Burr wants to be angry and treat his staff unfairly. I can tell because when John tells him that he is taking his problems out on the staff, Mr. Burr changes how he treats them.

**80 points** = No. Mr. Burr changes how he treats the staff when John talks to him.

Team Talk *continued*

2. Do you think things will keep getting better between Mr. Burr and his staff? Support your prediction with evidence. |PR|

**100 points** = *I don't think things will keep getting better between Mr. Burr and his staff. Chapter 4 ends with the sentence "Or so I thought." John thinks things are going better, but I think they must get worse. I also remember reading that Aaron Burr gets in a duel with Alexander Hamilton, so that must be coming up.* **90 points** = *I don't think things will keep getting better between Mr. Burr and his staff. Chapter 4 ends with the sentence "Or so I thought." I think things must get worse.*

**80 points** = *Chapter 4 ends with the sentence "Or so I thought." I think things must get worse.*

3. The last sentence in chapter 4 is an example of which literary technique? |LT|
- simile
  - foreshadowing
  - metaphor
  - rhyme pattern
4. Write a summary of pages 44 and 45 using at least three important events from the story. (Write-On) |SU|

**100 points** = *Mr. Burr starts treating the staff better by leaving his problems at work. The staff thanks John for talking to Mr. Burr about this problem. Mr. Burr tells John he appreciates the work John does for him. Things get back to normal at Mr. Burr's home.* **90 points** = *Mr. Burr starts treating the staff better by leaving his problems at work. The staff thanks John for talking to Mr. Burr. Mr. Burr tells John he appreciates the work John does. Things get back to normal.* **80 points** = *Mr. Burr starts treating the staff better. The staff thanks John. Mr. Burr tells John he appreciates him. Things get back to normal.*

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

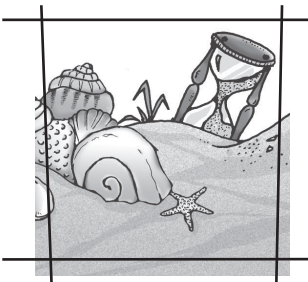
**Class Discussion** **TP****Strategy-Use Discussion**

- 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"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	Team Talk Extenders	<p>Does Mr. Burr respect John? How can you tell?</p> <p>John thanks Mr. Burr for keeping a “professional relationship” with his staff. What do you think this means? Support your reasoning.</p>
<ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>		

Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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## FLUENCY IN FIVE TP

**Timing Goal: 5 minutes**

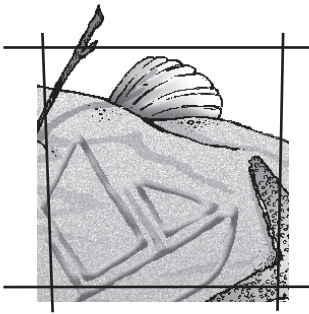
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

**Student Edition, page S-11**

### Page 44 (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.

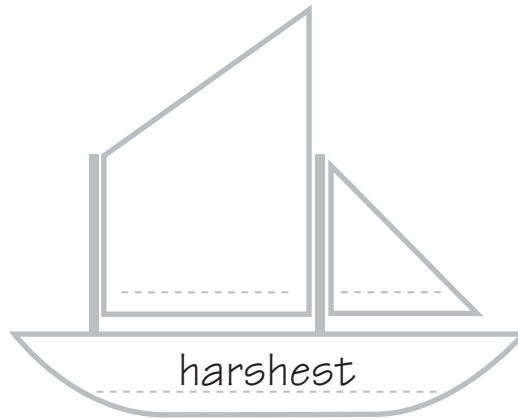


## WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More has sent another Word Treasure clue.
- Display a sailboat with a big sail and a little sail, and write the word “harshest” on the bottom of it.

Blackline master provided.



- Use **Think-Pair-Share** to have students look at the clue that Captain Read More has sent and discuss what they think the clue means. Randomly select a few students to share. Reveal the Word Treasure (skill).

### 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.

- Point out that *harsh* is a base word. Write this word on the first sail. Point out that *harshes* has some extra letters. Write “est” on the small sail, and explain that this is an ending, or suffix.
- Use the word parts written on the sails to pronounce the word *harshes*, and have students say the word with you.
- Explain that suffixes can help us define the meaning of a word. Explain that the suffix *-est* makes a word mean the most of something. Tell students that *harshes* means the most harsh or rough.
- Tell students that you will discuss two other endings that appear on their vocabulary lists this cycle: *-ly* and *-ful*.
- Repeat the sailboat activity with the words *mentally* and *gleeful* as needed.
- Explain that when the suffix *-ly* appears on the end of a descriptive word, or adjective, it makes a word that describes an action happening in a particular way. Use **Think-Pair-Share** to have students identify the meaning of *mentally*. Randomly select a few students to share. *Happening with the mind or in one’s head.*
- Explain that when the suffix *-ful* appears on the end of a word, it means it is full of something. Use **Think-Pair-Share** to have students identify the meaning of *gleeful*. Randomly select a few students to share. *Full of glee, or happiness.*
- Remind students that the scrubber helps them take off any extra letters at the end of a base word. Tell students to look out for letters that need to be scrubbed as they identify base words and endings.
- Tell students to use what they know about base words and endings to help them read and define the words the next time they review their 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-12

## Skill Practice

Write each word in your journal. Then write the base word and ending. Cross out any extra letters. Write a definition for each word.

1. mildly *mild + ly; in a mild or calm manner*
2. fiercest *fierce + est; the most fierce or mean*

Building Meaning			
potential	slightest	remedy	confidence
publicly	competent	dissuade	regretfully

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.*

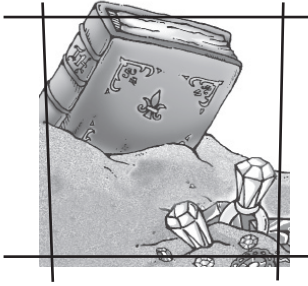
4. Our soccer coach was extremely competent and could tell who was best for each position on the field. *Competent* means—

- a. unskilled.
- b. lazy.
- c. ignorant.
- d. able.



- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

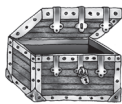
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**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 does John's conversation with Mr. Burr in the coach change things for the staff?

### Listening Comprehension



- Read pages 46 and 47 aloud, pausing briefly after each page to retell, in your own words, what happened on that page. When you finish, 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,  
pages 46 and 47

#### Chapter Five

After a few weeks of relative tranquility at home, things took a turn for the worse. They took so bad a turn that nothing would ever be the same with Mr. Burr again.

As I have said, one of Mr. Burr's particular rivals was a man named Alexander Hamilton. It was well known that Mr. Hamilton and Mr. Burr shared no common feelings of goodwill toward each other. I had met Mr. Hamilton on occasion, and I found him to be a fine, upstanding public servant. I did not know what problems he and my employer had with each other, for there are some things that are still beyond my grasp. However, it was clear that they did not get along.

One evening Mr. Burr came home from work much earlier than usual. I heard the coach pull into the yard, and I looked out the window from my office where I was attending to some of Mr. Burr's accounts. Mr. Burr leapt out before the coach even coasted to a stop. I could tell that he was incredibly angry about something.

I heard him enter the main hall of the house and slam the door to his own office. He slammed it so hard that a portrait of his mother fell from the wall and crashed to the floor.

"Mr. Burr!" I called. "Whatever is the matter?"

Through the door I heard him shout, "You may as well come in here, Anderson!"

Quietly I opened the door and walked inside. As I entered, I could hear whisperings from the staff in the hall. I turned and sharply said to them, "I believe you all have tasks to attend to. Please do so." They scuttled away, and I closed the door behind me.

Mr. Burr was pacing furiously back and forth in his office. His waistcoat was open at the throat, and he gripped his walking cane with white knuckles. I sat down.

"Tell me what is the matter," I said calmly.

**Now that I've finished, I'll think about the most-important information and decide which information I want to keep and which information I should leave out. I'll use the story elements on my Summarizing Strategy Card as a guide. I think the most-important ideas are: "Mr. Burr comes home very angry," and "John goes to investigate." Write and display these ideas on chart paper.**

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

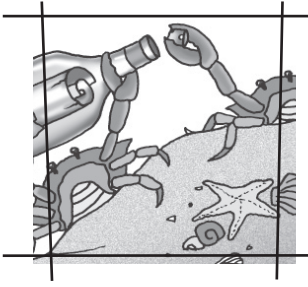
### **Preview Team Talk**

- 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-13**

### Team Talk

1. How do Mr. Burr's actions show that he is angry? |CH|
2. Which of the following best describes how John feels at the end of the section? |CH|
  - a. worried
  - b. excited
  - c. pleased
  - d. energetic
3. Use your knowledge of the story to make a prediction about how Mr. Burr will make Mr. Hamilton pay for his insult. |PR|
4. Write a summary of page 48 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 48 (paragraphs 1–5) aloud with partners.**  
**page 48 (paragraphs 6 and 7) silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

## Team Discussion **TP**

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

### Team Talk

1. How do Mr. Burr's actions show that he is angry? |CH|

**100 points** = *Mr. Burr's actions show that he is angry because he is pacing and won't sit down. People often pace when they are mad. He exhales angrily. He growls when he talks about Alexander Hamilton. He rants about his problem. These are things people do when they are angry.*

**90 points** = *Mr. Burr's actions show that he is angry because he paces, exhales angrily, and growls when he talks about Alexander Hamilton, and he rants. 80 points* = *He acts angry by pacing, growling, and ranting.*

2. Which of the following best describes how John feels at the end of the section? |CH|
  - a. worried
  - b. excited
  - c. pleased
  - d. energetic



**Team Talk** *continued*

3. Use your knowledge of the story to make a prediction about how Mr. Burr will make Mr. Hamilton pay for his insult. |PR|

**100 points** = *I think Mr. Burr will make Mr. Hamilton pay for his insult by challenging him to a duel. Mr. Burr is very angry. I know he gets into a duel with Alexander Hamilton. This must be what makes him do it.*

**90 points** = *I think Mr. Burr will make Mr. Hamilton pay for his insult by challenging him to a duel. I know he gets into a duel with Alexander Hamilton.* **80 points** = *He will challenge him to a duel.*

4. Write a summary of page 48 using at least three important events from the story. (Write-On) |SU|

**100 points** = *Mr. Burr says he's had enough of Washington, D.C., and he wants to leave. He wants to be governor of New York. Alexander Hamilton insults Mr. Burr by saying he is unfit to be governor. Mr. Burr is angry and says Mr. Hamilton will pay for his insult.* **90 points** = *Mr. Burr says he's had enough of Washington, D.C. He wants to be governor of New York. Alexander Hamilton insults Mr. Burr. Mr. Burr is angry and says Mr. Hamilton will pay.*

**80 points** = *Mr. Burr wants to leave Washington, D.C., to be governor of New York. Alexander Hamilton insults him. Mr. Burr says Mr. Hamilton will pay.*

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

**Class Discussion** **TP**



<b>Strategy-Use Discussion</b>	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team's strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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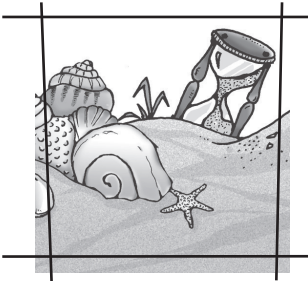
<b>Think-and-Connect Discussion</b>	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
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<b>Team Talk Extenders</b>	<p>Mr. Hamilton insulted Mr. Burr. What should someone do when they feel insulted or when their feelings are hurt?</p> <p>Mr. Burr seems to want to do something right now about Mr. Hamilton's insult. Do you think it's good to make decisions when you are angry? Why or why not?</p>
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- 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**

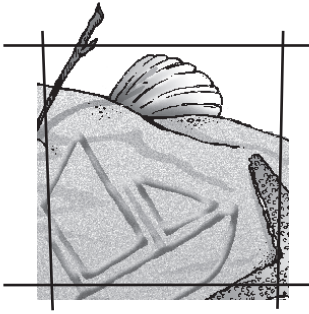
Timing Goal: 5 minutes

- 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 44 (paragraphs 1–3) or 48 (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**

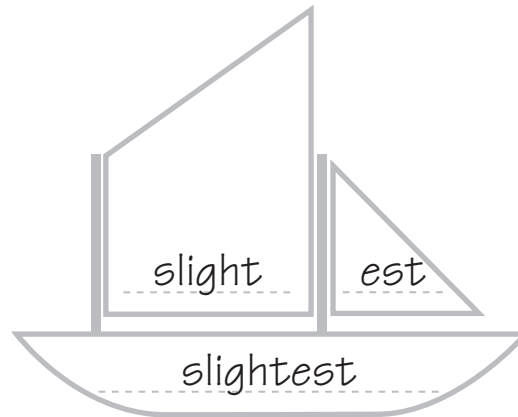
Timing Goal: 10 minutes

tps

th



- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue that Captain Read More uses for the skill (a sailboat with a big sail and little sail). Have students identify the suffixes they are working with in this cycle (*-est*, *-ly*, and *-ful*).
- Refer to the vocabulary list, and use **Think-Pair-Share** to have students identify the words on the list that have base words and endings. Randomly select a few students to share [*slightest*, *publicly*, and *regretfully*].
- Display the sailboat clue, and write the word “slightest” on the bottom of the boat. Use **Team Huddle** to have students identify the base word and ending. Use **Random Reporter** to select a few students to share. Write the word parts on the sails as they are identified. Write “slight” on the big sail and “est” on the little sail.



- Use **Think-Pair-Share** to have students use the suffix to define the word. Randomly select a few students to share. *The smallest or least.*
- Repeat the activity with the word *publicly* as needed.
- Point out to students that the word *regretfully* has two endings on it. If needed, demonstrate how this word can be broken down into its base word and endings (*regret + ful + ly*). Explain that this is a common pairing of endings.
- 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. Then write the base word and ending. Cross out any extra letters. Write a definition for each word.

1. slenderest *slender + est; most skinny or thin*
2. boastful *boast + ful; full of excessive pride, bragging*

### Building Meaning

potential	slightest	remedy	confidence
publicly	competent	dissuade	regretfully

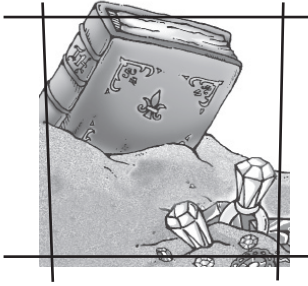
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

**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. On television, the politician publicly announced that he wanted to run for president. *Publicly* means—
  - a. behind closed doors.
  - b. *out in the open.*
  - c. in secret.
  - d. only to his family.

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

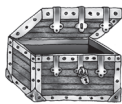
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**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 does John feel worried about Mr. Burr?

### Listening Comprehension



- Read pages 49 and 50 aloud, pausing briefly after each page to retell, in your own words, what happened on that page. When you finish, 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,  
pages 49 and 50

Soon there was a knock at Mr. Burr's office door. It was Mrs. Wexby, who said, "This letter was just delivered, sir." I thanked her for it and closed the door.

"Go ahead and open it. Read what it says," said Mr. Burr.

I tore the wax seal from the envelope and unfolded the paper inside. I began reading. "Let it be known that this letter is an acceptance, on behalf of Mr. Alexander Hamilton, of Vice President Aaron Burr's request that the two men settle their differences in a duel of honor. Mr. Burr has requested that the duel be held near his home in New York. Thus Mr. Hamilton suggests that the time and place be as follows: at dawn on July 11, 1804, in Weehawken, New Jersey. Signed, Filbert Monroe, personal assistant to Alexander Hamilton."

I steadied myself as I closed the letter. "Mr. Burr," I began, but he cut me off.

"Mr. Anderson, a person can stand only so much insult to his character. This is the only way to settle this issue. And settled it shall be."

"Mr. Burr!" I insisted. "Violence is not an acceptable solution to personal conflicts. There must be a better way for you and Mr. Hamilton to solve your problems. There must be!" I stomped my foot as I spoke.

"The decision has been made, and the duel has been accepted. It is as it shall be," said Mr. Burr. "Now inform the staff that we shall be traveling to New York in the morning. Send a rider ahead to notify Mr. Cherrybond of our arrival. We shall leave at dawn. July 11 is less than a fortnight away. We don't have much time."

Sadly I stood up to take care of the necessary issues. I was heartbroken that a man whom I so trusted and admired would resort to such a dangerous and violent act as a duel of honor. But I could tell by Mr. Burr's words that there was to be no changing his mind. It was finished. With a heavy heart, I walked toward the door.

Before I reached it, Mr. Burr spoke again. "Mr. Anderson," he said, "please ensure that you know where my will is, and that my affairs are in order and my debts are all paid, in the event that things do not go well in New Jersey."

I could, for the first time, sense fear in Mr. Burr's voice. "Yes sir," I said, desperately trying to choke back tears.

**Now that I've finished, I'll think about the most-important information and decide which information I want to keep and which information I should leave out. I'll use the story elements on my Summarizing Strategy Card as a guide. I think the most-important ideas are: "Mr. Burr has challenged Mr. Hamilton to a duel," "Mr. Hamilton has accepted," "The duel will be in New Jersey," and "Mr. Burr knows he might lose." Write and display these ideas on chart paper.**

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

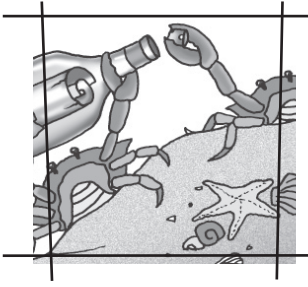
### **Preview Team Talk**

- 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-13**

### **Team Talk**

1. Why doesn't John think he can keep working for Mr. Burr? |CE|
  - a. He doesn't want to go back to New York so soon.
  - b. He doesn't think he's a very good personal assistant.
  - c. He doesn't like taking care of Mr. Burr's finances.
  - d. He doesn't know if he can trust someone who would duel.
2. How can you tell that John's father was very important to him? |DC|
3. What can you tell about Mr. Burr from his response when John quits? |CH|
4. Write a summary of pages 51 and 52 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 51 (paragraphs 1–4) aloud with partners.**  
**pages 51 (paragraph 5) and 52 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 doesn't John think he can keep working for Mr. Burr? |CE|
  - a. He doesn't want to go back to New York so soon.
  - b. He doesn't think he's a very good personal assistant.
  - c. He doesn't like taking care of Mr. Burr's finances.
  - d. *He doesn't know if he can trust someone who would duel.*

2. How can you tell that John's father was very important to him? |DC|

**100 points** = *I can tell that John's father was very important to him because he always thinks about his father's advice before he makes big decisions. He thinks about what his father said before he decides to quit working for Mr. Burr.* **90 points** = *I can tell that John's father was very important to him because he always thinks about his father's advice before he makes big decisions.* **80 points** = *He thinks about his father's advice before he makes big decisions.*



**Team Talk** *continued*

3. What can you tell about Mr. Burr from his response when John quits? |CHI

**100 points** = *I can tell that Mr. Burr is very understanding. He knows John is an honest person. He accepts John's resignation and wishes him well. He says that if he survives the duel, he will help John find another job.*

**90 points** = *I can tell that Mr. Burr is very understanding. He knows John is an honest person. He accepts John's resignation and wishes him well.*

**80 points** = *He is understanding.*

4. Write a summary of pages 51 and 52 using at least three important events from the story. (Write-On) |SU|

**100 points** = *Mr. Burr packs his pistols for his duel with Mr. Hamilton. John is very upset about the duel because he does not agree with it. He tells Mr. Burr that he can no longer work for him. Mr. Burr understands and wishes John well.*

**90 points** = *Mr. Burr packs his pistols for his duel. John is very upset about the duel. He tells Mr. Burr that he can't work. Mr. Burr understands.*

**80 points** = *Mr. Burr packs his pistols. John is very upset. He stops working for Mr. Burr. Mr. Burr understands.*

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

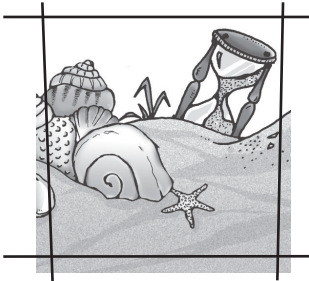
**Class Discussion** **TP**



<b>Strategy-Use Discussion</b>	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team's strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
<b>Think-and-Connect Discussion</b>	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
<b>Team Talk Extenders</b>	<p>Is quitting the right choice for John? Why or why not?</p> <p>Even if Mr. Burr survives the duel, do you think life will go back to normal for him? Why or why not?</p>
	<ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>

## 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**

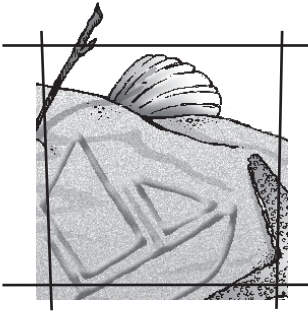
Timing Goal: 5 minutes

- 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 44 (paragraphs 1–3), 48 (paragraphs 1–5), or 51 (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**

- Remind students of the Word Power skill (base word and ending).
- Use **Think-Pair-Share** to have students explain why it is useful to learn different endings for base words and give an example. Randomly select a few students to share. *Different endings change a word's meaning slightly. For example, adding -est to a word makes the word mean the most of something.*

**th**

- Direct students' attention to the Word Power Challenge. Have students work in **Team Huddle** to read each word and give a definition for it. If necessary, have students use the sail clues and identify the base word and ending of each word.

**Preparation:** Display the Word Power Challenge.

### Word Power Challenge

sorrowfully

miserably



- Use **Random Reporter** to check pronunciations and meanings. Sorrowfully = sorrow + ful + ly, *in a manner that is full of sorrow or sadness*; miserably = miserable + ly, *in a miserable or sad manner*.
- 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. Then write the base word and ending. Cross out any extra letters. Write a definition for each word.

- shameful *shame + ful; full of shame or embarrassment*
- roughest *rough + est; most rough or uneven*

Building Meaning			
potential	slightest	remedy	confidence
publicly	competent	dissuade	regretfully

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

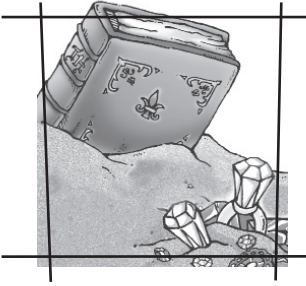
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

My dog always barked at the slightest noise, so we had to train her to be quiet.

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**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 from the reading on days 1 through 4 and to put these into a story map. Remind students that they should select the most-important ideas or events. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story that students will read for their test. Tell what it is about, but do not give additional information or details.



**In yesterday's reading, John quit working for Mr. Burr because of the duel. Today we will find out what happens to John.**

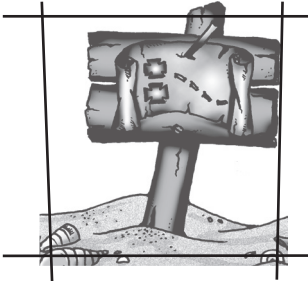
**Vocabulary TP**

- 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 #6 asks 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.

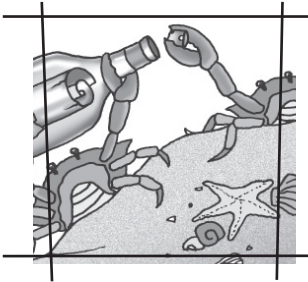
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



## 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**

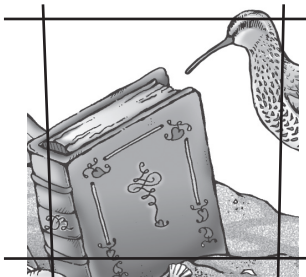
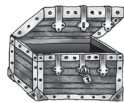
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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

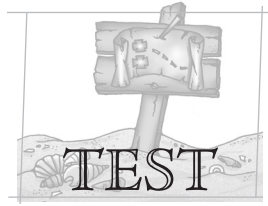


## BOOK CLUB

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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## Comprehension Questions

Read page 53 of *Aaron Burr and the Stable Boy*, and answer the following questions. The total score for comprehension questions equals 100 points.

**10 points**

1. Why doesn't John agree with Mr. Hamilton's dislike of Mr. Burr? |CE|
  - a. He thinks Mr. Burr is a poor governor.
  - b. He thinks Mr. Burr is the best vice president.
  - c. He thinks Mr. Burr is short tempered.
  - d. *He thinks Mr. Burr is kind and generous.*

**20 points**

2. What makes John nervous about Mr. Burr's anger toward Mr. Hamilton? |CH|
 

**20 points** = *John is nervous about Mr. Burr's anger toward Mr. Hamilton because Mr. Burr has a short temper. Mr. Burr says that he will make Mr. Hamilton pay for his insult and that there is only one way to handle it. John doesn't like the way that sounds. 15 points* = *John is nervous about Mr. Burr's anger toward Mr. Hamilton because Mr. Burr has a short temper. Mr. Burr says he will make Mr. Hamilton pay for his insult. 10 points* = *Mr. Burr has a short temper and says he will make Mr. Hamilton pay.*

**20 points**

3. How does Mr. Burr's reaction to John quitting show you that he is understanding? |CH|
 

**20 points** = *Mr. Burr's reaction to John quitting shows me that he is understanding because he does not get mad at John. He tells John that John is an honest person and wishes him well. He wants to help John get a new job later. 15 points* = *Mr. Burr's reaction to John quitting shows me that he is understanding because he does not get mad at John. He wishes him well. 10 points* = *He does not get mad at John. He wishes him well.*

**20 points**

4. Does dueling with Mr. Hamilton solve Mr. Burr's problems? |PS|
 

**20 points** = *No. Dueling with Mr. Hamilton does not solve Mr. Burr's problems. It creates more problems. John tells us that Mr. Burr was always hounded by criminal charges. Mr. Burr is never elected for anything again. 15 points* = *No. Dueling with Mr. Hamilton does not solve Mr. Burr's problems. It creates more problems. It ruins his career. 10 points* = *No. It causes more problems.*

**10 points**

5. What lessons do the author and John want you to learn? |TH|
  - a. Never challenge people to duels to settle arguments.
  - b. Being an elected official is hard, stressful work.
  - c. *Be honest and true, and take opportunities as they come.*
  - d. Even stable boys can do great things in life.



**20 points**

6. Use your story map to write a summary of this cycle's reading. Include at least four important events in your summary. [SU]

**20 points** = *Things do not go well for Mr. Burr in Washington, D.C. He doesn't get along with Alexander Hamilton. He has a short temper and takes it out on his staff sometimes. John talks to him about it, and Mr. Burr changes how he treats his staff. Mr. Hamilton insults Mr. Burr one last time, and Mr. Burr challenges him to a duel. John doesn't think he can work for Mr. Burr anymore, so he quits. Mr. Burr shoots and kills Mr. Hamilton. John goes on to work for another famous American.*

**15 points** = *Things do not go well for Mr. Burr in Washington, D.C. He doesn't get along with others. He has a short temper and takes it out on his staff. John talks to him, and Mr. Burr changes. Mr. Hamilton insults Mr. Burr. Mr. Burr challenges him to a duel. John quits working for Mr. Burr. Mr. Burr kills Mr. Hamilton. John works for another famous American.* **10 points** = *Things do not go well for Mr. Burr in Washington, D.C. He has a short temper. Mr. Hamilton insults Mr. Burr, who challenges him to a duel. John quits. Mr. Burr kills Mr. Hamilton. John works for another famous American.*

## 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

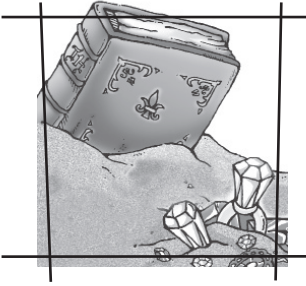
Write each word on your paper. Then write the base word and ending. Cross out any extra letters. Write a definition for each word.

- 5 points**            1. patiently    *patient + ly; in a patient manner*
- 5 points**            2. healthful    *health + ful; full of health, good for you*
- 5 points**            3. boldest      *bold + est; most brave or unafraid*
- 5 points**            4. mournful    *mourn + ful; full of sadness or mourning*

**Building Meaning**

potential	slightest	remedy	confidence
publicly	competent	dissuade	regretfully

- 10 points**      5. Write a meaningful sentence for the word *potential*.  
**10 points** = *The weather forecast said there was the potential for snow overnight, so I woke up early to see if my school would be closed for the day.* **5 points** = *The weather forecast said there was the potential for snow overnight.* **1 point** = *There was the potential for snow.*
- 10 points**      6. I tried to *dissuade* my brother from skateboarding without his kneepads, but he didn't listen, and he scratched up his knees when he fell.
- 10 points**      7. Leanna tried to *remedy* the problem between her two best friends, but they wouldn't speak to each other. *Remedy* means—
- break.
  - worsen.
  - lose.
  - fix*.
- 10 points**      8. I told Rhona about my crush on Alan in *confidence*, but she spread my secret anyway.
- 10 points**      9. Kent didn't understand the *slightest* thing about the math lesson that day, so he made sure to reread his math book that night. *Slightest* means—
- best.
  - least*.
  - most.
  - worst.
- 10 points**      10. The principal *publicly* announced that a news station was going to visit the school to interview students.
- 10 points**      11. Jorge *regretfully* apologized for lying about breaking his mother's favorite glass figure. *Regretfully* means—
- happily.
  - gladly.
  - sadly*.
  - quickly.
- 10 points**      12. My grandfather was a *competent* sculptor who could make anything out of clay.

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

---

**Set the Stage**

- Introduce the writing goal.

**Today you will write a journal entry to summarize what happened to John in this cycle’s reading. At the beginning of the cycle, John settled in Washington, D.C., as Aaron Burr’s new personal assistant. Imagine that John has been too busy to write in his journal, and he decides to catch up now that he has time.**

**Team Cooperation Goal**

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

**Build Background**

- Introduce the activity, writing a 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.

June 3, 2011

Dear Journal,

Today was a big day, but I think I made the most of it. Today I tried out for the travel basketball team. I woke up so nervous that I couldn't eat. The butterflies in my stomach wouldn't stop fluttering!

All that went away as soon as my feet hit the court though. I did my best to show that I could run, dribble, and shoot baskets under pressure. I felt really good out there despite playing with some of the best kids in the area. I figured that even if I didn't make the travel team, I had shown some of my best work on the court today.

But luckily for me, I did make the travel team! The coaches were all impressed with my playing and told me they think I have the makings of a great player. They said they want to help me improve my skills so I'm a force to contend with each season. It's going to take a lot of hard work, and Mom says I need to pay just as much attention to my school work, but I think I'm ready for the challenge!

Trevor

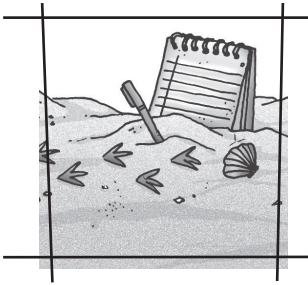


- Use **Team Huddle** to have students discuss answers to the following questions about this journal entry. Use **Random Reporter** to select students to share.

**Why do you think Trevor wrote about his day in his journal?** *It was an important day. Trevor had tryouts for the travel basketball team.* **Right. Trevor had a really big day, and it turned out to be a good one. He probably wants to remember it for a long time, so he wrote about it in his journal.**

**Do you think Trevor wrote everything about his day?** *No. Trevor only wrote about the most-important things that happened to him.* **Right! Trevor only wrote about the most-important things that happened to him. It is like a summary of his day. He does not write about everything he does during basketball tryouts, but he gives us a summary of what he did really well. What are the most-important details from his day? *Trevor wakes up nervous. His nervousness goes away on the court. He runs, dribbles, and shoots baskets the best that he can. The coaches pick him for a team.* **Yes. We do get some details, but for the most part, he only tells us the most-important things. Trevor would probably get tired of writing in his journal if he wrote about every little thing that he did well on the basketball court that 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 main ideas and important events John would write about if he had to catch up in his journal after being busy in Washington, D.C.



# ADVENTURES IN WRITING

Timing Goal: 65 minutes

## Planning

- Introduce the activity.

**Remember that today you will pretend that you are John and are finally catching up in your journal to tell everything that has happened since becoming Aaron Burr’s personal assistant in Washington, D.C.**



- 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

Pretend that you are John, and write a journal entry that summarizes your experiences as Aaron Burr’s personal assistant in Washington, D.C. Mr. Burr has kept you very busy, so you have not had time to write in your journal. Summarize at least five of the most-important events that have happened during your time in Washington, D.C. Think of the main ideas from this cycle’s reading. With your partner, decide on four or five of the less-important ideas 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

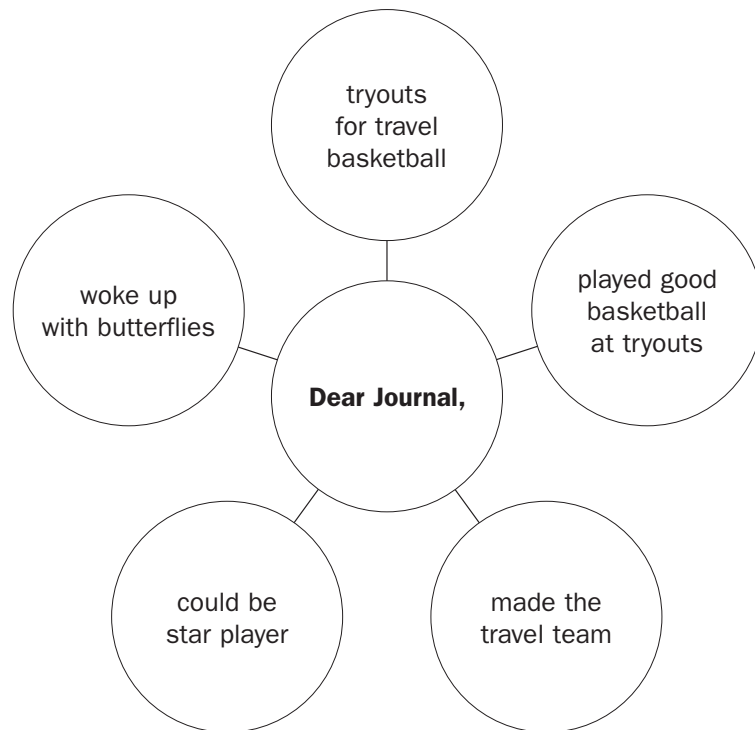
The journal entry includes at least five of the most-important ideas.	<b>40 points</b>
The journal entry leaves out less-important ideas.	<b>20 points</b>
The important ideas make sense when they are written together.	<b>20 points</b>
The journal entry is in the correct format, which includes a date, greeting, body, and signature.	<b>20 points</b>

- 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.

- 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 to help their partners determine whether they have chosen the most-important ideas for their journal entries.

**Remember that you should be picking out the most-important events from the reading to include in John's journal entries. There are a lot of important events. There are also a lot of less-important events. Your partners can help you make sure that you have only important events in your journal entries.**

- Display the following excerpt from a journal entry. Read the excerpt aloud to students.

Blackline master provided.

I was adapting well to my job as a personal assistant to Mr. Burr and enjoying my time in Washington, D.C., but I noticed that things were not always well with Mr. Burr. He and a man named Alexander Hamilton did not get along very well, and they frequently butted heads. That caused Mr. Burr to have a terrible temper, and he occasionally took it out on his employees. Usually he treated his staff very well and made sure we were taken care of. We were paid handsomely for our work.



- Use **Team Huddle** to have students identify the idea in the excerpt that is not important to the story.

**Let's look at this excerpt from a journal and see if there are any less-important events or details mentioned in it. What is the first idea in the journal?** *John was getting used to his new job and enjoying Washington, D.C.* **Do you think that is important?** *Yes. That was a big change in John's life.* **Right. Moving to Washington, D.C. and learning a new job is pretty important to John. What is the next idea mentioned?** *That things were not always well with Mr. Burr. That he and Alexander Hamilton do not get along.* **Is this important?** *Yes. It is very important. Mr. Burr has a lot of trouble*

*in Washington, D.C. Right. We know that his trouble in Washington, D.C., really affects his life. What is the next idea, and is it important? Mr. Burr has a bad temper because of all of his problems and sometimes brings his temper home from work. Yes. It is important. His anger at Alexander Hamilton makes him very unhappy. John even has to ask Mr. Burr to leave his anger at work. Right. Mr. Burr's anger problems are very important. They lead to him challenging Alexander Hamilton to a duel. What is the final idea in the entry, and is it important? Mr. Burr treats his staff well. This is not important. John does not need to discuss this in his journal. Right. It is good to know about Mr. Burr, but it is not one of the most-important ideas in the story. You should only mention the most-important ideas.*

- Tell students to read their partners' drafts and to point out where they may have included less-important information from the story.
- 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.

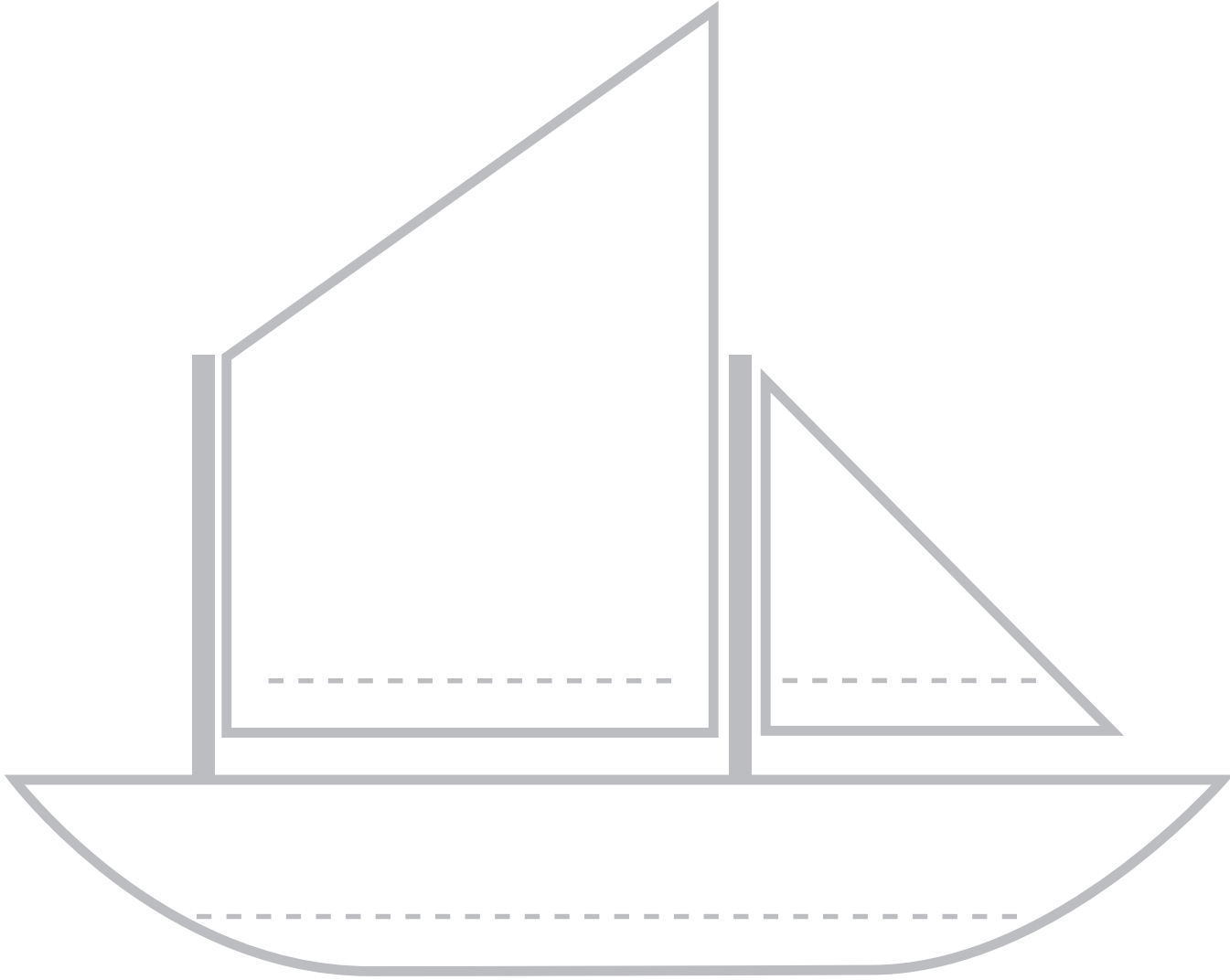
### **Rewriting**

- 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"><li>- <b>What is your team celebration score?</b></li><li>- <b>How well did you use the team cooperation goal and behavior?</b></li><li>- <b>How can you earn more points?</b></li></ul>



June 3, 2011

Dear Journal,

Today was a big day, but I think I made the most of it. Today I tried out for the travel basketball team. I woke up so nervous that I couldn't eat. The butterflies in my stomach wouldn't stop fluttering!

All that went away as soon as my feet hit the court though. I did my best to show that I could run, dribble, and shoot baskets under pressure. I felt really good out there despite playing with some of the best kids in the area. I figured that even if I didn't make the travel team, I had shown some of my best work on the court today.

But luckily for me, I did make the travel team!

The coaches were all impressed with my playing and told me they think I have the makings of a great player. They said they want to help me improve my skills so I'm a force to contend with each season. It's going to take a lot of hard work, and Mom says I need to pay just as much attention to my school work, but I think I'm ready for the challenge!

Trevor

I was adapting well to my job as a personal assistant to Mr. Burr and enjoying my time in Washington, D.C., but I noticed that things were not always well with Mr. Burr. He and a man named Alexander Hamilton did not get along very well, and they frequently butted heads. That caused Mr. Burr to have a terrible temper, and he occasionally took it out on his employees. Usually he treated his staff very well and made sure we were taken care of. We were paid handsomely for our work.

# Story Map



**Title:** Aaron Burr and the Stable Boy, cycle 2

**Characters:**

John Thomas Anderson

Wicks Cherrybond

Aaron Burr

**Setting:**

**Where:** New York

**When:** 1804

**Problem:**

John notices that Mr. Burr comes home from work angry a lot. He learns that Mr. Burr and Alexander Hamilton do not get along.

John finds Mohican, a prized Arabian horse, with a gash in his leg. John takes care of the wound and  
**Event:** bandages Mohican's leg.

John meets Aaron Burr's personal assistant, Wicks Cherrybond, and Wicks suggests that he would like  
**Event:** to promote John to Aaron Burr's personal assistant.

Aaron Burr snaps at the carriage driver, Mr. Williams, and John tells Mr. Burr that it was not right to  
**Event:** snap at the driver. Mr. Burr apologizes to Mr. Williams.

Mr. Burr returns from the Capitol Building and is very upset. Alexander Hamilton insulted Mr. Burr  
**Event:** during a meeting, and Mr. Burr challenged him to a duel.

John does not like that Mr. Burr has reacted with violence and resigns from his post as personal  
**Event:** assistant to Mr. Burr.

**Solution:**

John is honest with Aaron Burr and eventually resigns from his position with Aaron Burr.

## 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 4 / *Aaron Burr and the Stable Boy*

#### **English Language Arts Standards: *Reading: Literature***

##### **Key Ideas and Details**

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

#### **English Language Arts Standards: *Language***

##### **Vocabulary Acquisition and Use**

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**INFORMATIONAL** (6 DAY)

# Summarizing Saves the Animals: Samburu

*The Savvy Reader—Summarizing, A Collection of Readings*, pages 55–67  
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	
<b>CYCLE 1</b>	<b>Summarizing (SU)</b>
	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:

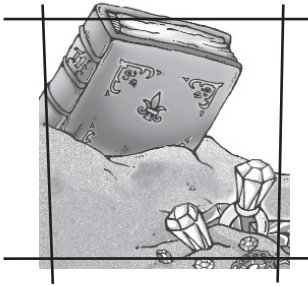
- Summarizing Saves the Animals: Samburu is a six-day lesson cycle that focuses on the summarizing strategy. It does not follow the standard structure of Targeted Treasure Hunts.
- The DVD for Summarizing Saves the Animals: Samburu uses the SQRRRL process. Complete the tasks as assigned in the DVD while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

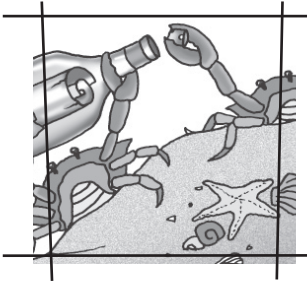
**Before we watch the video, let's think for a minute about finding the topic of an article. The topic is what the article is mostly about. A summary of an article should include all the important events or ideas about the topic. So, if we know what the topic is, it will help us figure out the important 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?

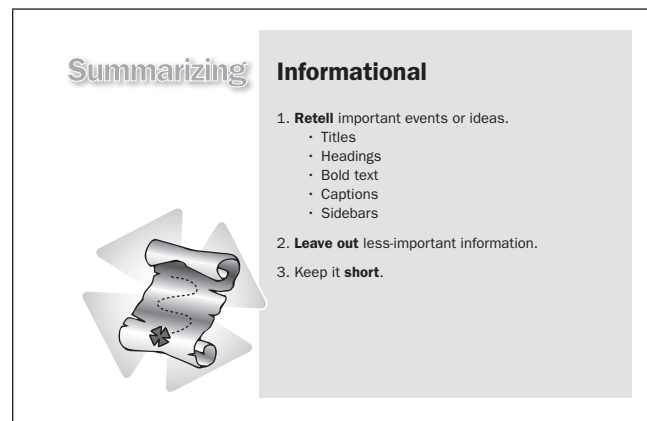
Why did you pick that question? (Write-On)

**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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d3d3d3; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;">                     Do you think surveying the text to find the topic is the best way to begin the summarizing process? Why or why not?                       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?                 </td> </tr> </table> <ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	Team Talk Extenders
Team Talk Extenders	Do you think surveying the text to find the topic is the best way to begin the summarizing process? Why or why not?  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?	

**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.

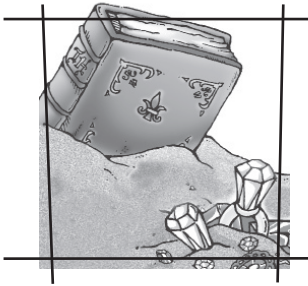
**We have discussed examples of summaries in our daily lives. We have been introduced to some students who must write a summary of an article to help save the animals of the Samburu Wildlife Reserve. You have identified the topic of an article and asked questions about leopards or questions you think 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.

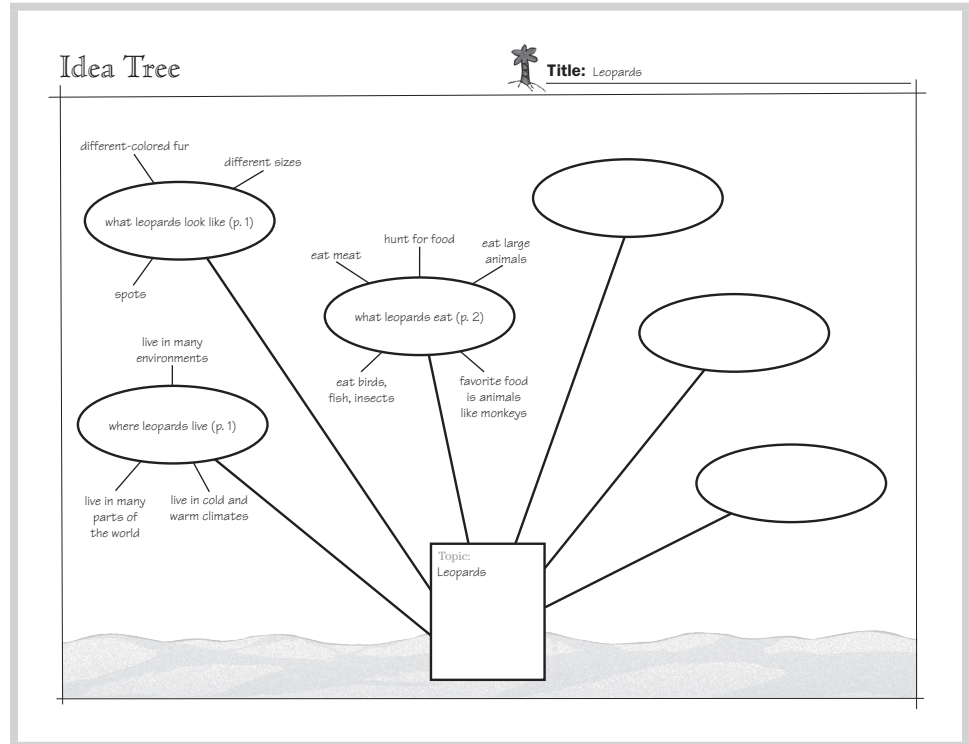
**Rachel, Zach, Tori, and Adam, with Bakiri’s help, are working very hard to summarize Dr. Nick’s article on leopards so they can fax the summary to him. When we last saw them, they had identified the topic of the article and had asked their own questions about leopards. Today we’ll read and restate 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.**



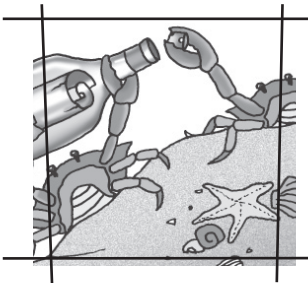
- **Play** “Part 2: Read and Restate Important Ideas, Pages 1 and 2” (7 minutes).
- Bakiri will ask students to read and restate the main ideas and supporting details on page 2 with their partners, to record the important ideas and supporting details on their idea trees, and to discuss and reach consensus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

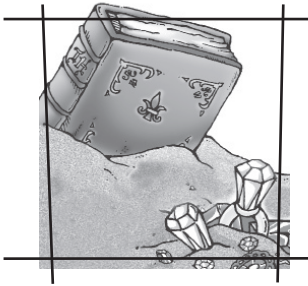
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Bakiri’s Challenge.

Strategy-Use Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>- Award team celebration points.</li> </ul>	
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<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>	
Write-On Discussion	<ul style="list-style-type: none"> <li>- Award team celebration points.</li> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- 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.</li> </ul>	

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**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.

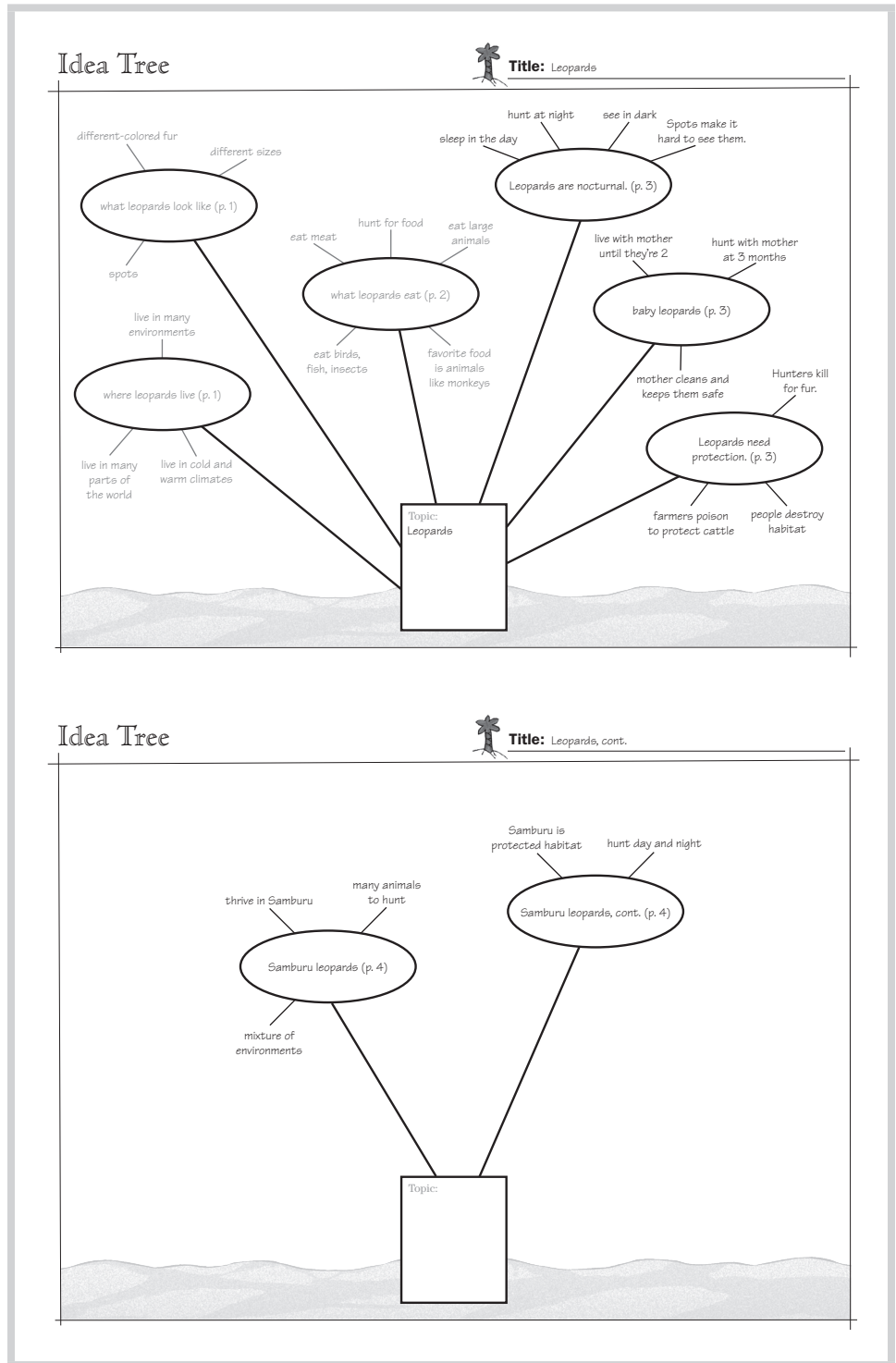
**Rachel, Zach, Tori, and Adam have read the first two pages of Dr. Nick's article about leopards. But there are two pages left for them to read, restate, and identify the important events or ideas and supporting details. I have a feeling Bakiri will ask you to work right along with the Samburu students. 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.

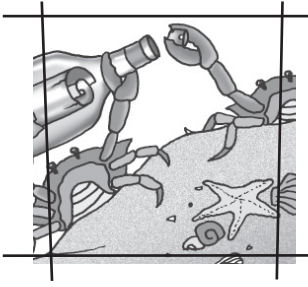
- Use **Random Reporter** to review the team discussions. Stop the video as indicated, and show students the idea tree filled in, as in the video, telling students to compare their work with it. Have the teams discuss any differences. Select a few teams to share their discussions.

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."*

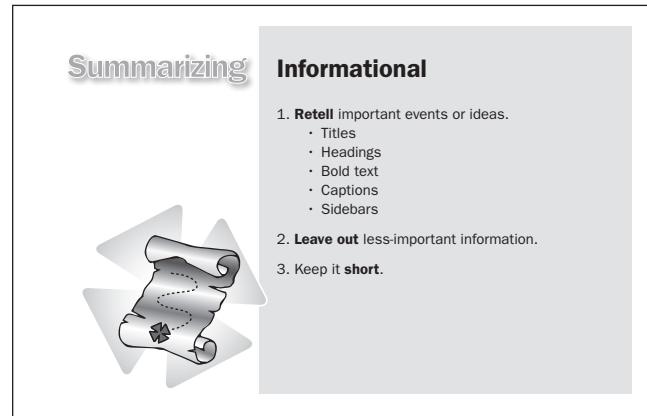
2. Bakiri said that when you fill in the idea tree, it's okay to put ideas and details in your own words. When you compared your idea tree for pages 3 and 4 with the one in the video, did you find that you picked out some of the same ideas and details, but put them in different words? Which ideas and 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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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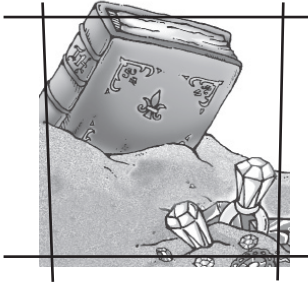
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<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>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> <ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	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"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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- 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"> <li>– How many points did you earn today?</li> <li>– How well did you use the team cooperation goal and behavior?</li> <li>– How can you earn more points?</li> </ul>



## 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

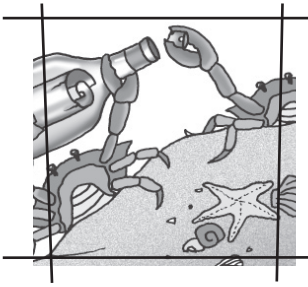
1. How does your written summary compare with that of Rachel, Zach, Tori, and Adam? Is your summary longer or shorter? Is it as clear as theirs or clearer? Does it have fewer or more details? (Write-On)
2. How did your partner's feedback help you improve your summary?
3. Did Dr. Nick answer your questions 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*

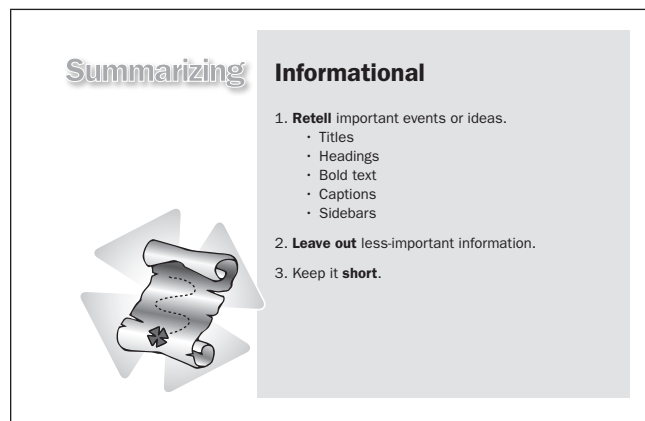
3. Did Dr. Nick answer your questions about leopards? What did you learn? If he didn't answer your questions, what's one interesting fact that you learned about leopards?

**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.



- 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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	Team Talk Extenders
<p>How long do you think a summary of an informational text should be? Why do you think this?</p> <p>Which details do you think you could not leave out of your summary about “There’s a Wild Thing in My Bedroom!”? What do you think would happen if you left these details out?</p>	
<ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	

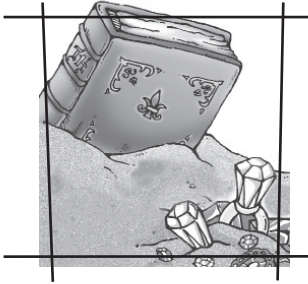
Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– Construct a class answer, and display it 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.</li> </ul>
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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"><li>- How many points did you earn today?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>

**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 supporting 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 that you understand the main ideas or 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 they use as they read.

**Preview Team Talk**

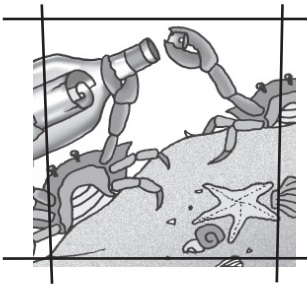
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 “Breeding Giant Pandas.” |SU • MI|
3. Use the information you have written on your idea tree to write a brief summary of the section titled “Panda Cubs.” (Write-On) |SU|



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Use the first paragraph of “Giant Pandas” to model summarizing with a student. Read the passage aloud. Model restating the ideas in the paragraph in your own words.

**Let’s see if I can identify the topic of this article. I can tell the topic is giant pandas from the heading.**

A Collection of Readings,  
page 64

#### Giant Pandas

Range

China

#### Description of Giant Pandas

Giant pandas are white with black patches on their eyes and black ears, legs, and shoulders. Their coloration is unusual among bears, but it may have helped these animals hide from predators in the past. The pandas have thick, wooly fur to protect them from the cold.

- 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 or ideas and leave out less-important details to keep it short. You can refer to your Summarizing Strategy Card to help you remember the summarizing steps.**

**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 the 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:  
     **“Giant Pandas” 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 “Why are pandas called giant pandas?” I wanted to know how large they are to be called giants.* **90 points** = *One question I had before I began reading was “Why are pandas called giant pandas?”* **80 points** = *Why are they called giant pandas?*

2. On your idea tree, write the main idea and important supporting details from the section titled “Breeding Giant Pandas.” |SU • MI|

**100 points** = *The main idea of the section titled “Breeding Giant Pandas” is how pandas breed in the wild and in zoos. An important supporting detail is that pandas reproduce slowly and do not have enough cubs to make up for losses in the wild.* **90 points** = *The main idea of the section titled “Breeding Giant Pandas” is how pandas breed in the wild and in zoos. Pandas reproduce slowly and do not have enough cubs to make up for losses in the wild.* **80 points** = *It’s about how pandas breed in zoos and the wild. They do not reproduce quickly enough to make up for losses.*

Team Talk *continued*

3. Use the information you have written on your idea tree to write a brief summary of the section titled “Panda Cubs.” (Write-On) |SU|

**100 points** = *A mother panda usually gives birth to only one cub.*

*Sometimes twins are born, but the mother can only care for one. Panda cubs are born weighing only five ounces each. They are born blind and helpless. Pandas do not develop their black markings until they are*

*older. 90 points* = *A mother panda usually gives birth to only one cub.*

*Sometimes twins are born. Cubs weigh only five ounces each and are blind and helpless. They do not develop their black markings right away.*

**80 points** = *A panda usually has only one cub that weighs five ounces. It is blind and helpless. Cubs don’t have black markings.*

- 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? Did you use the parts listed on the informational side of your Summarizing Strategy Card to help you choose the 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.



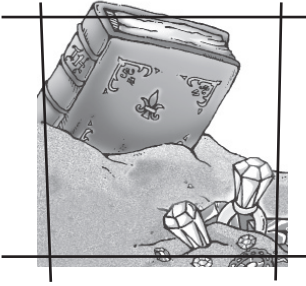
## Strategy-Use Discussion

- 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"> <li>- 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.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	Team Talk Extenders	<p>What are examples of text features? How can text features help you choose the main ideas in an 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"> <li>- Award team celebration points.</li> </ul>		

Write-On Discussion	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- 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.</li> </ul>
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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"> <li>- <b>How many points did you earn today?</b></li> <li>- <b>How well did you use the team cooperation goal and behavior?</b></li> <li>- <b>How can you earn more points?</b></li> </ul>

**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.

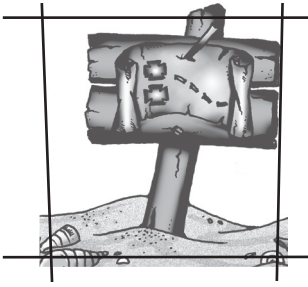
**Set the Stage**

- 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 “The Largest of the Small Cats: the Clouded Leopard.” We will think about the important ideas or events so we can write a summary after reading.**

**Prepare Students for the Test**

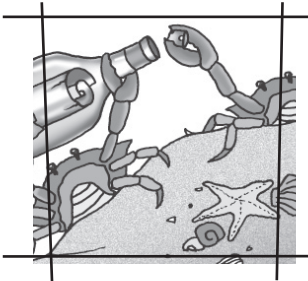
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #3, #4, #5, and #6 ask about summarizing.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work 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.

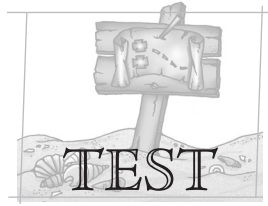




**Class Discussion TP**

- 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"><li>- What is your team celebration score?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>



## Comprehension Questions

Read “The Largest of the Small Cats: the Clouded Leopard,” and answer the following questions. The total score for comprehension questions equals 100 points.

### **The Largest of the Small Cats: the Clouded Leopard**

#### **Range**

Asia

#### **Description of Clouded Leopards**

Clouded leopards are an elusive member of the cat family. They are the largest of the small- to medium-sized cats, growing to be about as big as a Labrador retriever. Their fur ranges from pale yellow to brown and has darker splotches that look like clouds patterning it.

These cats have short legs for their body size, but large paws and sharp claws to aid them while climbing. Their tails are heavy and long to help with balance. Clouded leopards have the largest teeth relative to their body size of any living member of the cat family.

#### **Their Forest Home**

Clouded leopards call the rainforests of southern Asia home. They are nimble climbers who easily leap from tree to tree, and they are thought to be among the best of the climbing cats. Their large, broad paws help them keep their footing on tree branches. When climbing down from trees, these cats are able to descend headfirst like a squirrel. Most other climbing cats must climb down tail first.

Little is known about the clouded leopards’ hunting habits because they are shy, but most scientists believe that the cats hunt small mammals, such as deer, on the ground or monkeys and birds in the trees. The cats may pounce on their prey from the trees.

#### **Threats to Clouded Leopards**

Due to their shyness, scientists are not sure how many clouded leopards actually live in the wild. These cats prefer to avoid humans. They are listed as vulnerable because as their habitat shrinks or contact with humans increases, clouded leopards could become extinct. Although it is illegal to hunt these cats, there is high demand for their fur. So the native people of southern Asia often hunt clouded leopards for their beautiful fur pelts, and their teeth and bones. Clouded leopards, especially those on Borneo and Sumatra, are also in danger of losing their homes to deforestation.

### Conserving Clouded Leopards

Since clouded leopards are threatened, scientists are trying to develop breeding programs to increase their population. Unfortunately, like pandas, clouded leopards are difficult to breed. The cats live solitary lives, usually only coming together to mate.

Clouded leopards that are paired together for breeding often do not respond to each other, or the male is too aggressive. Few cubs have been successfully born in captivity, and what scientists know about clouded leopard breeding has only been observed in captivity.

**20 points**

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

**20 points** = *The text features that help me predict the topic of this article are the heading and subheadings. The heading tells me that I will read about clouded leopards, a type of small cat.* **15 points** = *The text features that help me predict the topic of this article are the heading and subheadings.* **10 points** = *The heading and subheadings help 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 “How large are clouded leopards if they are the largest of the small cats? How big are most small cats?”* **15 points** = *One question I had about the topic was “How large are clouded leopards if they are the largest of the small cats?”* **10 points** = *How big are clouded leopards?*

**10 points**

3. What is the main idea of paragraph 3? |MI|

- The rainforest hides prey from clouded leopards.
- Clouded leopards are designed to live in trees.
- Clouded leopards are better suited to live in grasslands with lions.
- The trees give clouded leopards hiding places from larger predators.

**20 points**

4. On your idea tree, write the main idea and important supporting details from the section titled “Their Forest Home.” |SU • MI|

**20 points** = *The main idea of this section is that clouded leopards live in the rainforests and are good tree climbers. Their bodies are made for balancing and leaping in trees. Clouded leopards eat animals that live in the forest. They may pounce on ground animals from the trees.* **15 points** = *The main idea of this section is that clouded leopards live in the rainforests and are good tree climbers. Their bodies are made for balancing and leaping in trees.* **10 points** = *Clouded leopards live in the rainforests and are good tree climbers.*

**10 points**

5. What is the main idea of paragraph 5? |MI|

- Many people feel unsafe because of clouded leopards.
- Coats made from clouded leopard furs are valuable.
- Forests are unimportant to the survival of clouded leopards.
- Many things threaten the existence of clouded leopards.

**20 points**

6. Use the information you wrote on your idea tree to write a brief summary of the section titled “Conserving Clouded Leopards.” [SU]

**20 points** = *Scientists want to develop a breeding program to make sure that clouded leopards do not become extinct. Breeding programs are difficult because the cats are solitary and do not always respond to one another. Few cubs have been born in captivity. Scientists only know about clouded leopards’ breeding from what they have observed in captivity.* **15 points** = *Scientists want to develop a breeding program for clouded leopards. This is difficult because the cats are solitary. Few cubs have been born in captivity. Scientists only know about clouded leopards’ breeding from what they have seen.* **10 points** = *Scientists want to develop a breeding program. It’s difficult because the cats are solitary. Few cubs have been born in captivity.*

# The Wildlife Department awards

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



# The Wildlife Department awards

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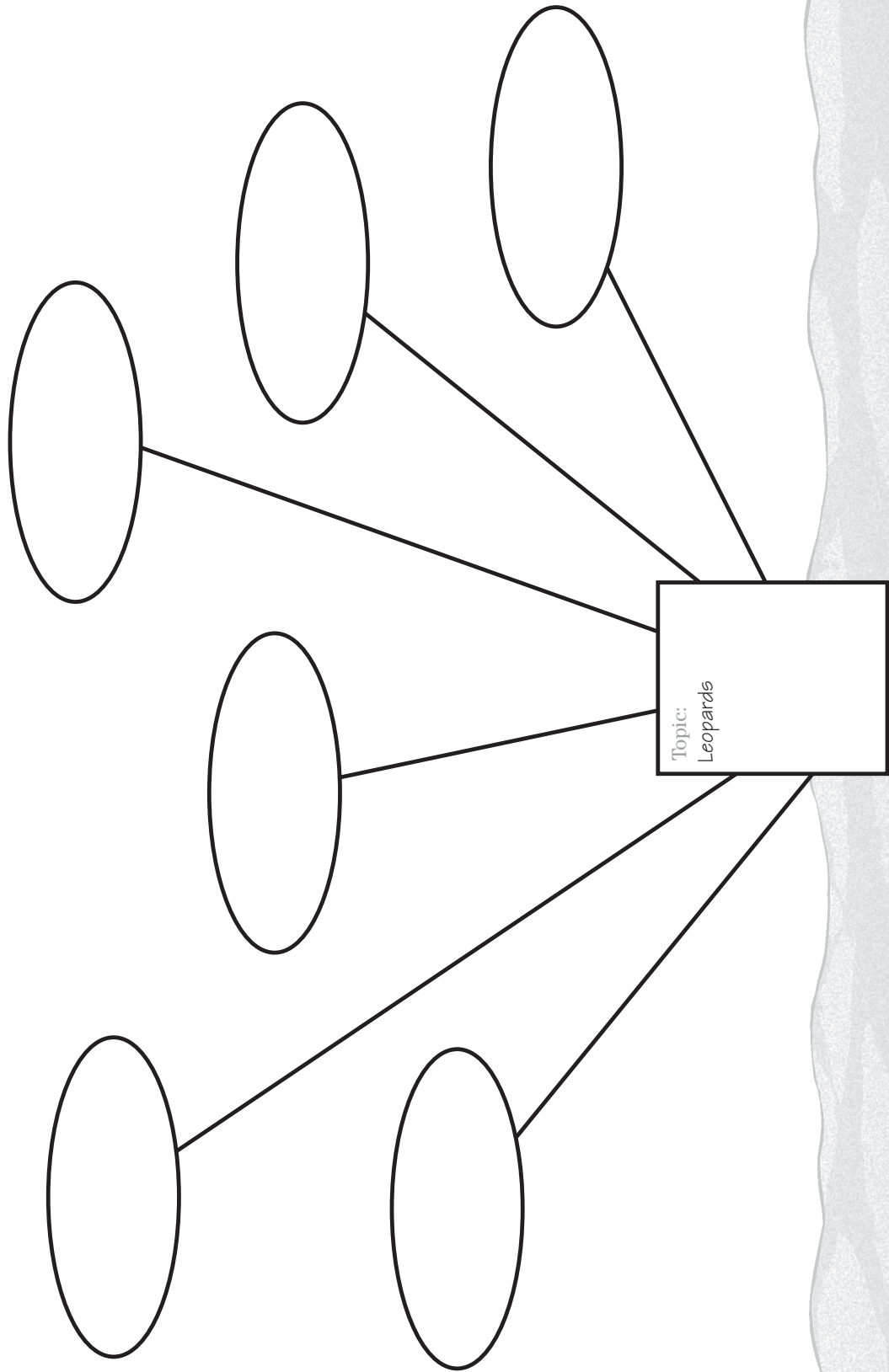
for being a good friend  
and protector of the  
animals in Samburu  
Wildlife Reserve.





**Title:** Leopards

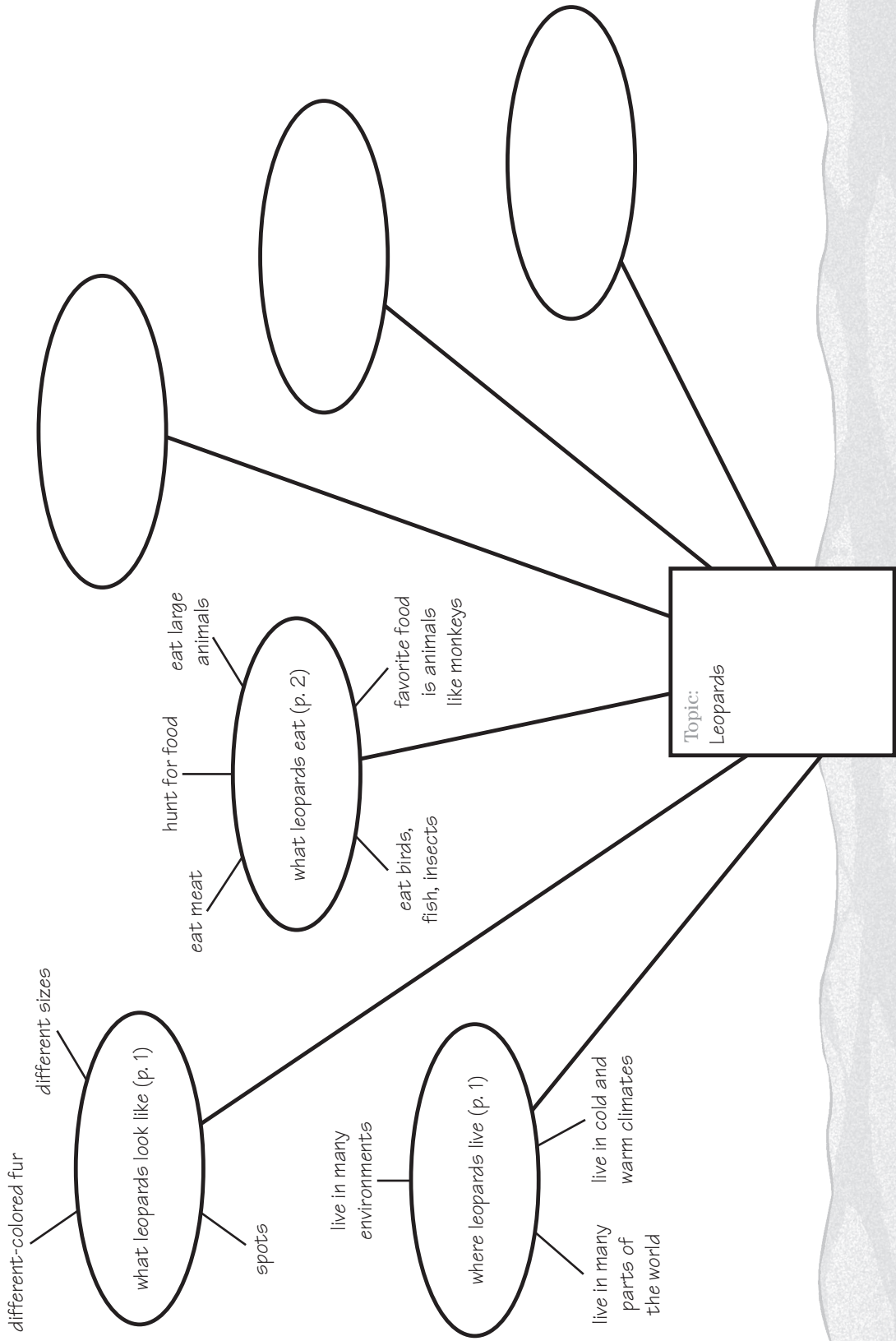
Idea Tree





Title: Leopards

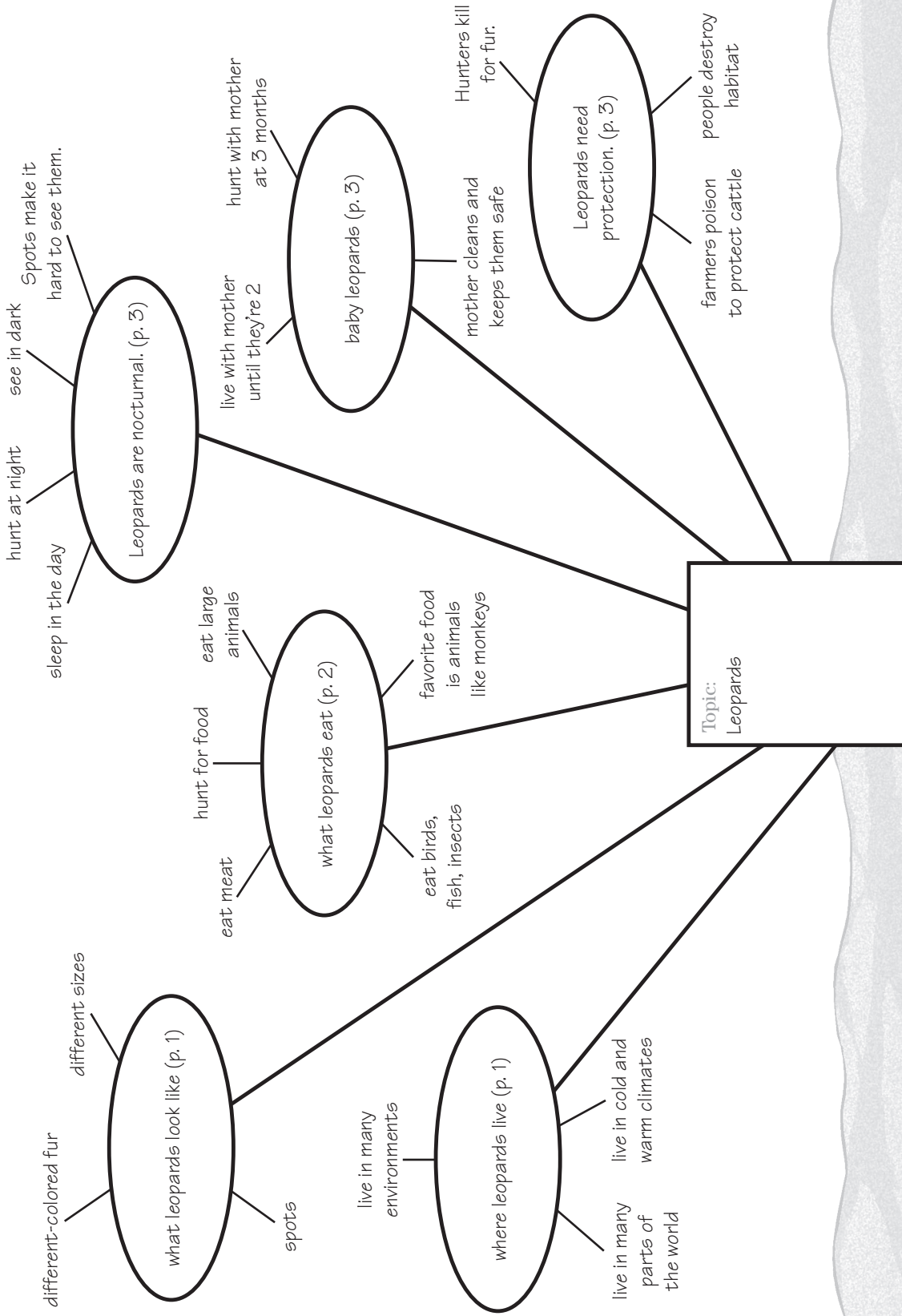
# Idea Tree





Title: Leopards

# Idea Tree

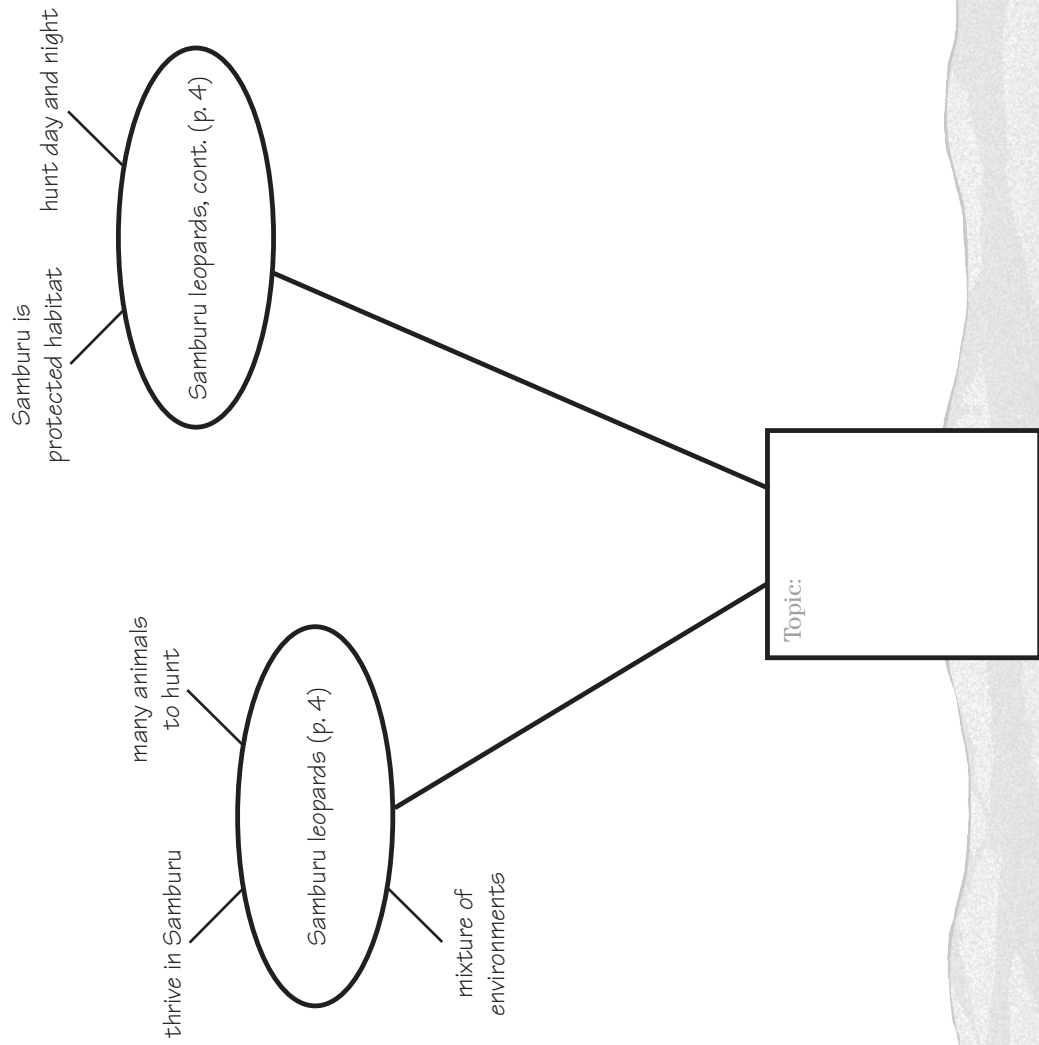






**Title:** Leopards, cont.

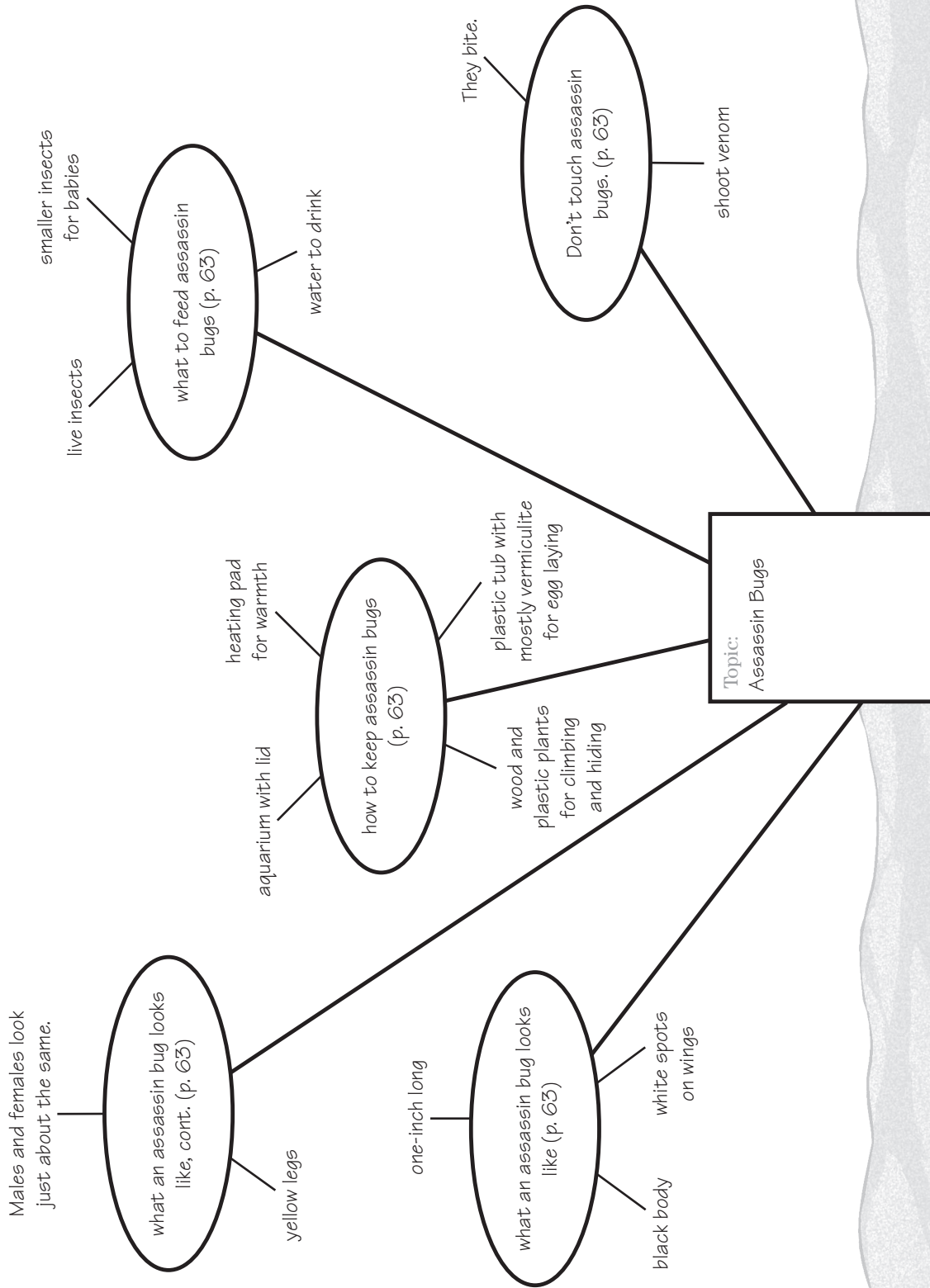
# Idea Tree





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

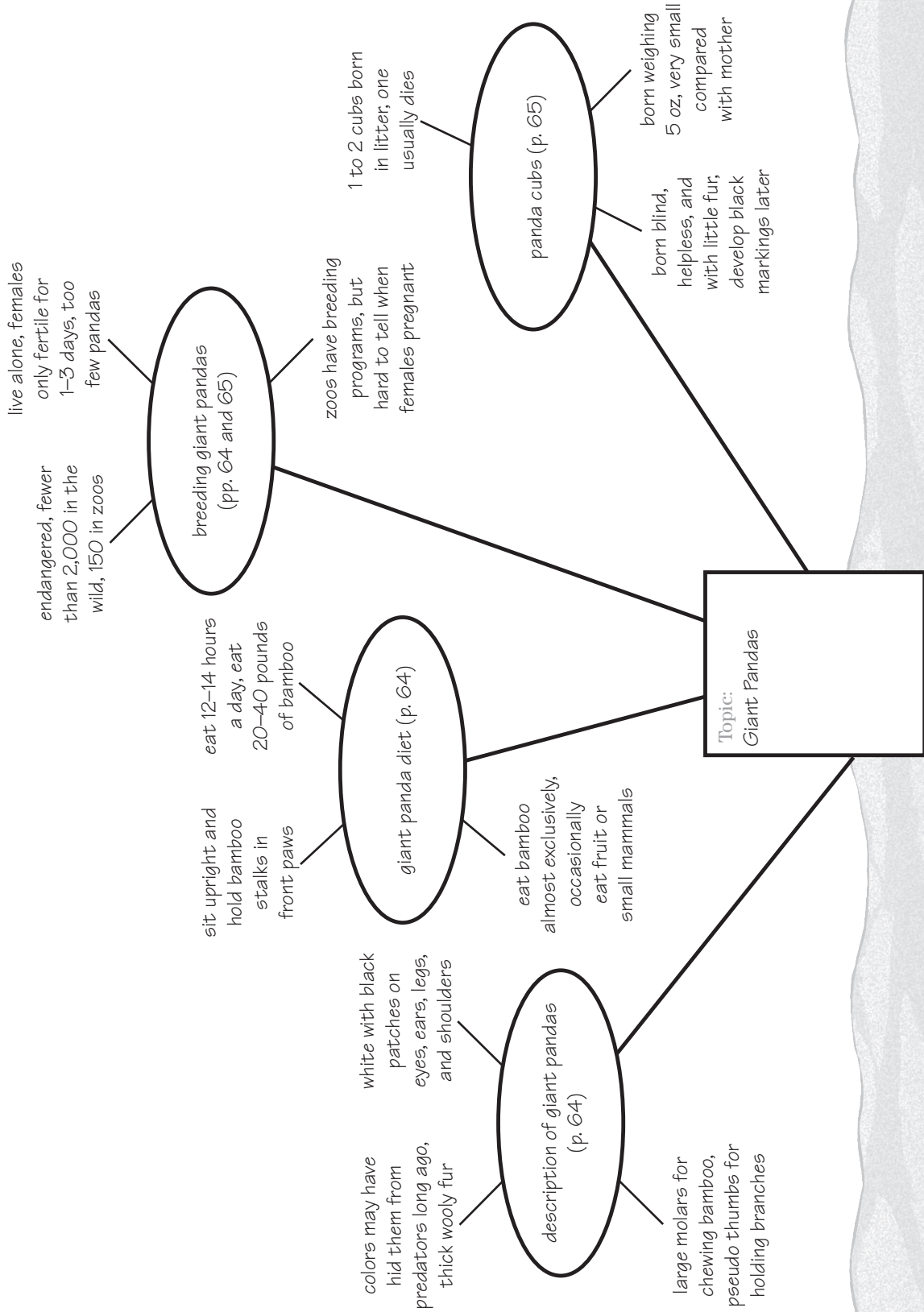
# Idea Tree



# Idea Tree



**Title:** Giant Pandas



## 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 4 / *Summarizing Saves the Animals: Samburu*

**English Language Arts Standards:** *Reading: Informational Text*

**Key Ideas and Details**

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**INFORMATIONAL** (6 DAY)

# Beyond the Sky: The Solar System, Deeper Space, and the Scientists

Written by Tanya Jackson

*The Savvy Reader—Summarizing, A Collection of Readings*, pages 69–88

Success for All Foundation, 2011

## Summary

Take a trip through the solar system, learning about the other planets besides Earth. Then, journey past the solar system and deeper into the galaxy. Learn all about quasars, pulsars, black holes, and other astronomical events and objects. Finally, take a journey with some of the important unmanned and manned space voyages.

## Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	<b>Summarizing (SU)</b> Students will determine which information to include in a summary.	<b>Dictionary skills</b> Students will use dictionary entries to increase their understanding of words.	<b>Write a job listing.</b> Students will write a job listing from NASA, looking for people to train as astronauts for the first manned mission to one of the planets they read about this cycle.
	<b>Summarizing (SU)</b> Students will summarize sections of text using main ideas and supporting details.	<b>Contractions</b> Students will break contractions into their separate words to help them read the words.	<b>Write a newspaper article.</b> Students will write brief newspaper articles about the discovery of a new planet.

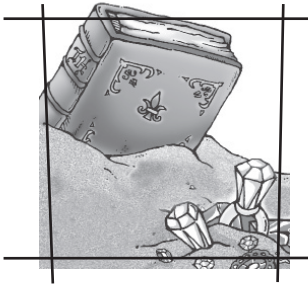


**CYCLE 1****Instructional Objectives**

	Reading	Word Power	Writing
	<b>Summarizing (SU)</b>	<b>Dictionary skills</b>	<b>Write a job listing.</b>
<b>CYCLE 1</b>	Students will determine which information to include in a summary.	Students will use dictionary entries to increase their understanding of words.	Students will write a job listing from NASA, looking for people to train as astronauts for the first manned mission to one of the planets they read about this cycle.







# 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 *Beyond the Sky: The Solar System, Deeper Space, and the Scientists* by Tanya Jackson. As we read, we'll summarize sections of the text. Good readers summarize as they read informational texts to check their understanding of the important ideas the author want them to know.**

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

- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.



**When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic of the text. I can do a few things to figure out the topic of a text. First, I can read the title. *Beyond the Sky: The Solar System, Deeper Space, and the Scientists*. It sounds like the text will be about outer space. I know that we are on a planet that is in a solar system. I know that people study the planets, stars, and other objects in space. I can also look at the front cover and flip through the pages of the text to see if I find any more clues about the topic. Page through the book. I see a lot of pictures of planets, space, and space technology. I think the topic of the text is space.**

- Use the items below to build or activate background knowledge about the topic.
  - Use **Team Huddle** to have students discuss what they already know about our solar system or outer space. Use **Random Reporter** to select students to share.
  - Use **Think-Pair-Share** to have students discuss why they think it might be important to learn about other planets and objects in space and eventually try to study them up close. Randomly select a few students to share.
  - Share a few interesting or important facts about space with students. For example, not only does our planet travel around the sun, but our solar system is on an arm of the Milky Way galaxy that also turns through space. All the stars students see in the night sky are within our own galaxy. We cannot see the individual stars in other galaxies, not even our closest neighbors, because they are too far away.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the author's intent.



**Now that we know the topic of this text, we can move on to the second step of TIGRRS. The step tells us that we need to find the author's intent. That means we should figure out why the author wrote the book, or what she wants us to learn from reading the book. When I looked through the pages of *Beyond the Sky: The Solar System, Deeper Space, and the Scientists*, I saw a lot of headings and pictures about different planets and objects in space. I think the author's intent is to tell me about**

**different objects in space. When we read, we should look for information that tells us about these.**

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

**When we read informational texts, we use graphic organizers to help us sort important information. The next step in TIGRRS is identifying which organizer we will use as we read. Let me take a look at the text. I don't see any words telling me to compare or contrast. It doesn't seem like there are a lot of problems or causes and effects either. It seems like the text is full of main ideas and supporting details. We use idea trees for main ideas and supporting details. Display an idea tree. This is an idea tree. I will use an idea tree as I read to write down the most-important information in the book. I know that the section of the idea tree that says "Topic" is where I will write the topic of the text. We will write the main ideas of the text in the circles on the idea tree. Along the small lines that are attached to the circles, I will write the details that support the main ideas. When we are finished reading the text, we will be able to look back at our idea trees and see the most-important information that we learned throughout the text.**

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

**Vocabulary TP**

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



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

Word and Page Number	Identification Strategy	Definition	Sentence
<b>limits</b> page 72	base word + ending: limit + s	outer edges	The <i>limits</i> of the yard are marked with a bright fence.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>core</b> page 72	blend	center	The <i>core</i> of the apple has seeds, and the skin is shiny and green.
<b>survive</b> page 72	chunk: sur-vive	live	A camel can <i>survive</i> for days without water.
<b>proceed</b> page 74	-c = /s/ chunk: pro-ceed	continue with, keep going	After the interruption, we decided to <i>proceed</i> with the meeting so we could finish our work.
<b>dwarf</b> page 76	blend	small	<i>Dwarf</i> rabbits make good pets because they are tiny and can fit in a cage.
<b>fitting</b> page 76	base word + ending: fit + t + ing	appropriate, apt	“Happy” is a <i>fitting</i> nickname for Jolene, who is in a good mood all the time.
<b>notable</b> page 77	base word + ending: not(e) + able	worthy of mention	Our town is <i>notable</i> in the history of our state because it was an important trading center.
<b>determined</b> page 78	base word + ending: determin(e) + ed	decided, figured out	We <i>determined</i> how to find our friend’s apartment by looking at the map.

### 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 stories. 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 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 their summaries.
- Display and read the following passage.

Blackline master provided.

### **Sonic BOOM!**

The year was 1947. On an October morning, test pilot Charles “Chuck” Yeager sealed himself into his X-1 plane. It was a rocket-powered plane. Yeager and the plane shot down the runway. His plane soared into the air. Yeager pressed down on the throttle. The plane went faster and faster through the air. Then suddenly, the X-1 hit the speed of Mach 1. A deafening *boom* rang out.

Until that day, no pilot had ever flown a plane faster than the speed of sound. The sound the plane made was a sonic boom. It’s the sound that occurs whenever something goes faster than the speed of sound, or breaks the sound barrier. Many planes can now travel that fast, or faster!

- 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 breaking the sound barrier. I’ll write that as my main idea on my idea tree.** Write “breaking the sound barrier” on the idea tree. **I’ll check my main idea by finding supporting details.** Reread the passage. **I read about Chuck Yeager.** Write “Chuck Yeager was the first to break the sound barrier,” on the idea tree. **I read about when he did it.** Write “He did it in October 1947,” on the idea tree. **I read about what the sound barrier is.** Write “The sound barrier is the speed of sound,” on the idea tree. **I read about what happens when you break the sound barrier.** Write “A sonic boom occurs when you break the sound barrier,” on the idea tree. **I read about planes these days.** Write “Now many planes can travel that fast.” **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 breaking the sound barrier. That’s important, so I’ll include it. I think what Chuck Yeager did is important, so I’ll include that. The information about the sound barrier is important, so I’ll include that detail. Do I need to include the detail about when it happened? The information about the date is interesting, but it doesn’t seem as important as the other details. I won’t include that detail in my**

**summary. But I do want to include the detail that many planes these days can travel faster than sound.**

- 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 71 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 71

#### What do you see?

What do you see when you look up at the night sky? If the sky is clear enough, you can see the moon and stars. You might also be able to see certain planets during certain times of the year. Sometimes you can even see satellites. Those are man-made spacecraft that circle Earth. They take pictures from high above. It's the planets and stars, though, that have fascinated stargazers for centuries. For as long as people have been on Earth, they have looked up and wondered just what is there. We may never know about everything there, but we do know about some of it. Let's take a trip through our solar system. We'll learn about the planets there. Then we'll learn about some of the things that are even farther away from our solar system. Finally we'll learn a little about the history of stargazing, and the future of space travel. Let's go, 3...2...1...blast off to the stars...and beyond!

**What is this passage mostly about? It's mostly about things in space. I'll write that as my main idea on my idea tree.** Write "What is in space?" 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.

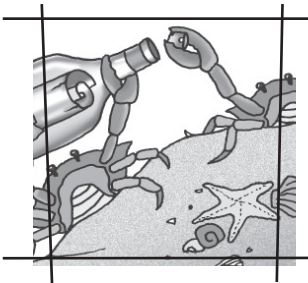
Student Edition, page S-20

## Team Talk

1. Which of the following is the most-important idea on page 72? |SU|
  - a. There are three dwarf planets in our solar system.
  - b. The sun is made up of gas, not crust or rock.
  - c. The heat and light of the sun come from its core.
  - d. The sun is the center of our solar system.

Tell why you chose the answer that you did. (Write-On)
2. Why is Mercury so hot? |CE|
  - a. It is like a miniature star.
  - b. It travels right through the sun.
  - c. It creates a lot of heat in its core.
  - d. It is the closest planet to the sun.
3. How are Venus and Earth similar? How are they different? |CC|
4. Why do you think the Romans chose to name Venus after their goddess of love? |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 72–74 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 72? |SU|

- a. There are three dwarf planets in our solar system.
- b. The sun is made up of gas, not crust or rock.
- c. The heat and light of the sun come from its core.
- d. *The sun is the center of our solar system.*

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

**100 points** = *I chose choice d because this section is mainly about the sun. I learn about the sun and how it affects the solar system. The word sun is repeated a lot throughout the section.* **90 points** = *I chose choice d because this section is mainly about the sun. The word sun is repeated a lot.* **80 points** = *It's mainly about the sun. The word sun is repeated.*

2. Why is Mercury so hot? |CE|

- a. It is like a miniature star.
- b. It travels right through the sun.
- c. It creates a lot of heat in its core.
- d. *It is the closest planet to the sun.*

3. How are Venus and Earth similar? How are they different? |CC|

**100 points** = *Venus and Earth are similar because they are similar sizes and weights. They are different because Venus's atmosphere is full of poisonous gasses instead of oxygen like Earth. We could not breathe on Venus.* **90 points** = *Venus and Earth are similar because they are similar sizes and weights. They are different because Venus's atmosphere is full of poisonous gasses instead of oxygen.* **80 points** = *They are similar sizes and weights. Venus has no oxygen.*

4. Why do you think the Romans chose to name Venus after their goddess of love? |DC|

**100 points** = *I think the Romans chose to name Venus after their goddess of love because they thought the planet was beautiful. I know that Venus is very bright. You can see it shine during the day and at night. I think the Romans thought it was pretty.* **90 points** = *I think the Romans chose to name Venus after their goddess of love because they thought the planet was beautiful. I know that Venus is very bright.* **80 points** = *I think they thought it was beautiful because it shined brightly.*

- 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**

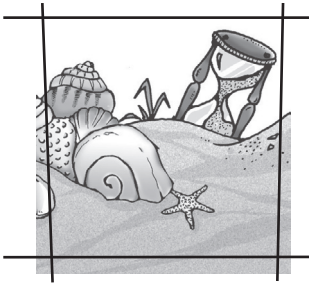
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	<p>Team Talk Extenders</p>
<ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	

<p>Write-On Discussion</p>	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> 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.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>
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## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

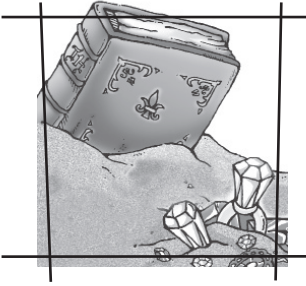
### Page 72 (paragraphs 1 and 2)

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

#### Team Celebration Points

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

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



## DAY 2

# ACTIVE INSTRUCTION

Timing Goal: 30 minutes

### Team Cooperation Goal

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

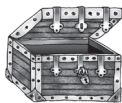
### Set the Stage

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



### Vocabulary **TP**

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



### Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

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

Why do you think Venus is named after the goddess of love?

### 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 of our neighbors in space. We read about the sun, which is the center of our solar system. We read about Mercury and Venus.**

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 75 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 75

#### The Red Planet

Now we continue our journey. The next planet we'll study is Mars, which is also called the red planet. Mars was named for the Roman god of war.

Many people think Mars is the most interesting planet in our solar system. Many scientists agree. Do you know why? Mars is the only planet we know about that could possibly have had life on it at one point. It's also the only planet that has traces of water. Also, there is some oxygen in the air on Mars. These things are important to scientists. They're important because they mean that it might be possible for people to live on Mars one day. If that day comes, it will be far in the future. Technology would need to advance very far before we could even send astronauts to Mars.

Scientists have, however, sent machines to Mars. These machines have explored the sands and rocks of Mars. They have told us much about what Mars is like. A few of these machines are still there. Maybe one day, in the distant future, humankind will be there too! Who knows?

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

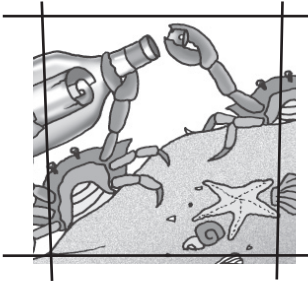
**Preview Team Talk**

- 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 76? |SU|
  - a. Jupiter is the king of the planets.
  - b. The Great Red Spot is a storm.
  - c. It's 550 million kilometers from Earth.
  - d. It's the fastest-spinning planet.Tell why you chose the answer you did. (Write-On)
2. According to the caption on page 77, what would happen if you put Saturn in a glass of water? |CE|
3. How do the caption and graphic of Uranus's poles and equator help you learn more about the planet? |TF|
4. What happened **after** *Voyager 2* flew by Uranus? |SQ|
  - a. It flew by Neptune.
  - b. It returned to Earth.
  - c. It crashed into Pluto.
  - d. It stopped working.



# 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 76–79 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 76? |SU|
  - a. *Jupiter is the king of the planets.*
  - b. The Great Red Spot is a storm.
  - c. It’s 550 million kilometers from Earth.
  - d. It’s the fastest-spinning planet.

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

**100 points** = *I chose choice a because this section is mostly about Jupiter. I learn about Jupiter. The name Jupiter is repeated a lot. I also learn what makes Jupiter the king of the planets.* **90 points** = *I chose choice a because this section is mostly about Jupiter. I learn what makes Jupiter the king of the planets.* **80 points** = *The section is about Jupiter and what makes it king.*

Team Talk *continued*

2. According to the caption on page 77, what would happen if you put Saturn in a glass of water? |CE|

**100 points** = According to the caption on page 77, Saturn would float like an ice cube if you put it in a glass of water. Saturn is less dense than other planets and would float in water. **90 points** = According to the caption on page 77, Saturn would float like an ice cube if you put it in a glass of water. **80 points** = Saturn would float.

3. How do the caption and graphic of Uranus's poles and equator help you learn more about the planet? |TF|

**100 points** = The caption and graphic of Uranus's poles and equator help me learn more about the planet because the caption tells me that Uranus doesn't sit upright on its axis. The graphic shows me how Uranus's north and south poles are where we think the equator should be. **90 points** = The caption and graphic of Uranus's poles and equator help me learn more about the planet because they help show how Uranus's axis is tilted. **80 points** = They help show how Uranus's axis is tilted.

4. What happened **after** Voyager 2 flew by Uranus? |SQ|
- It flew by Neptune.
  - It returned to Earth.
  - It crashed into Pluto.
  - It stopped working.

- 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

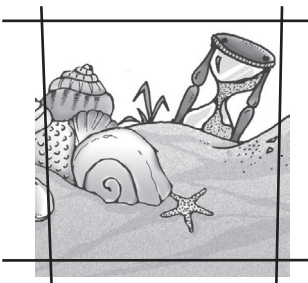
Many people think Jupiter is a good name for that planet. If you could rename Earth, what would you call it and why?

None of the planets in our solar system are exactly alike. What do you think this means for planets elsewhere in the universe?

- 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.

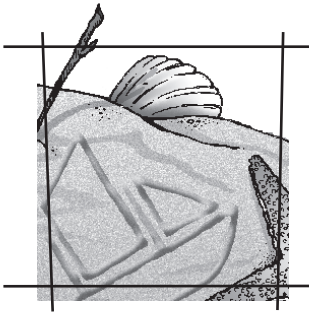
Student Edition, page S-19

### Page 76 (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.

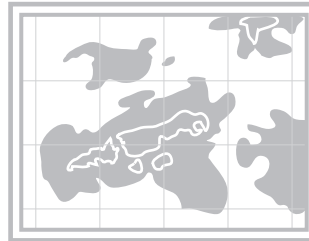


## WORD POWER **TP**

Timing Goal: 10 minutes

- Introduce the Word Power skill. Link the skill to Captain Read More's Word Treasure clue for dictionary skills.
- Display the dictionary map clue.

Blackline master provided.



- Use **Think-Pair-Share** to have students identify what the Word Treasure clue means. Randomly select a few students to share. Point out that a dictionary shows us how to understand words just as a map shows us how to understand our surroundings.
- Reveal the Word Treasure (skill).

### Word Treasure

The dictionary provides information about words.

If you're having trouble reading and understanding words, check the dictionary.

**Teacher's Note:** Students will refer to the sample dictionary pages for the Word Power activity on days 2–4.

Student Edition, page S-21

Blackline master provided.

contact   corporal	preach   project
<p><b>contest</b>  <i>n.</i> <b>1</b> a struggle for victory.  <i>—v.</i> <b>2</b> to argue against something.</p> <p><b>convince</b>  <i>v.</i> to make someone go along with or believe.</p> <p><b>core</b>  <i>n.</i> <b>1</b> the central part of some fruits. <b>2</b> the central part of a heavenly body. <b>3</b> the basic or central part of something.  <i>—v.</i> <b>4</b> to remove the middle from something, such as fruit.</p>	<p><b>preserve</b>  <i>n.</i> <b>1</b> a fruit cooked into jam or jelly. <b>2</b> an area where fish or game are protected. <i>—v.</i> <b>3</b> to keep safe from injury or ruin. <b>4</b> to maintain or continue.</p> <p><b>proceed</b>  <i>v.</i> <b>1</b> to come from a source. <b>2</b> to go forward or onward, advance.</p> <p><b>progress</b>  <i>n.</i> <b>1</b> a movement toward a goal. <b>2</b> a gradual improvement.  <i>—v.</i> <b>3</b> to move toward a higher or more advanced stage.</p>

- Display the sample dictionary pages.
- Use **Think-Pair-Share** to have students tell what they notice about the words on the dictionary pages. Randomly select a few students to share. *The words are in alphabetical order.*
- Explain that dictionaries provide a lot of information about words—correct spelling, meanings, word type, and more. However, to get this information, you first have to be able to find the word in the dictionary.
- Tell students that words in the dictionary appear in alphabetical order and that the bigger words on the top of the page are guide words. Guide words tell you the first and last words that appear on that page.
- Use **Think-Pair-Share** to have students identify on which page they would find the information for the word *core*. Randomly select a few students to share. *The page with the guide words contact and corporal.*
- 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**

### Skill Practice

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. What is the best definition of *contest* as it is used in the following sentence?  
Midge wanted to contest her grade with her teacher because she believed an answer was marked incorrectly.  
*Entry #2.*
2. What are the guide words for the page where you would find the word *preserve*?  
Preach *and* project.

### Building Meaning

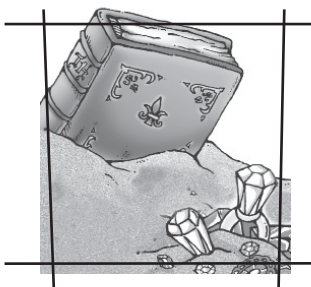
limits	core	proceed	survive
fitting	dwarf	notable	determined

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.  
Every day I did sit-ups to exercise my stomach muscles because the coach said my core had to be strong for me to be a strong runner.



- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**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 will Saturn do in water?

### 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 some more about our neighbors in space. We read about Mars. Then we read about the gas giants, Jupiter, Saturn, Uranus, and Neptune.**

- 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 71 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 planets and stars in space.

A Collection of Readings,  
page 71

#### What do you see?

What do you see when you look up at the night sky? If the sky is clear enough, you can see the moon and stars. You might also be able to see certain planets during certain times of the year. Sometimes you can even see satellites. Those are man-made spacecraft that circle Earth. They take pictures from high above. It's the planets and stars, though, that have fascinated stargazers for centuries. For as long as people have been on Earth, they have looked up and wondered just what is there. We may never know about everything there, but we do know about some of it. Let's take a trip through our solar system. We'll learn about the planets there. Then we'll learn about some of the things that are even farther away from our solar system. Finally we'll learn a little about the history of stargazing, and the future of space travel. Let's go, 3...2...1...blast off to the stars...and beyond!

**When we read this section the first time, I recorded the main idea, "What is in space?" on the idea tree. Now we'll use the important ideas 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 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 things in space. That's important, so I'll include it. I think planets and stars are important, so I'll include details about those. I think the planets in the solar system are important, so I'll include that detail. Do I need to include the detail about man-made objects? The information about satellites is interesting, but it doesn't seem as important as the other details because it looks like the page is mostly about natural things in space. I won't include that detail in my summary. But I do want to include the details about the history and future of stargazing.**

- Share an example of a summary that is based on the information you circled on the idea tree. See the sample below.

There are many objects in space. There are planets and stars that we can see in the night sky. People throughout history have gazed at the stars to learn more about what is in space.

### 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-22

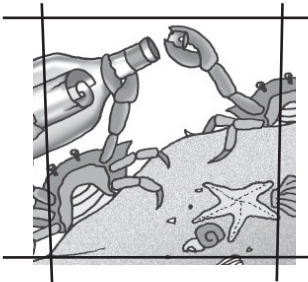
### Team Talk

1. What do you think would happen if Earth were slightly closer to the sun? |DC|
2. The main idea of page 72 is that the sun is the center of our solar system. Which of the following is not an important detail about the sun? |SU|
  - a. The sun is about 5 billion years old.
  - b. People argue about the age of the sun.
  - c. We feel the sun's heat from more than 150 million kilometers away.
  - d. The sun produces energy and sends it into the solar system.

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

**Team Talk** *continued*

3. Mercury is similar to our moon because— **ICCI**
  - a. it is very hot.
  - b. it orbits the sun.
  - c. it orbits Earth.
  - d. it has phases.
4. How does the picture at the bottom of page 73 help you understand Mercury's size? **!TF!**

**TEAMWORK**

Timing Goal: 45 minutes

**Partner Reading** **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 72–74 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 do you think would happen if Earth were slightly closer to the sun? |DC|

**100 points** = *I think if Earth were slightly closer to the sun, we wouldn't be able to live on the planet. I think it would be too hot. It would be too hot for plants to live. There might not be water on Earth.* **90 points** = *I think if Earth were slightly closer to the sun, we wouldn't be able to live on the planet. I think it would be too hot.* **80 points** = *We wouldn't be able to live on the planet.*

2. The main idea of page 72 is that the sun is the center of our solar system. Which of the following is not an important detail about the sun? |SU|
- The sun is about 5 billion years old.
  - People argue about the age of the sun.
  - We feel the sun's heat from more than 150 million kilometers away.
  - The sun produces energy and sends it into the solar system.

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

**100 points** = *The sun is the center of our solar system. It is about 5 billion years old. The sun produces energy and sends it into the solar system.*

*We feel the sun's heat from more than 150 million kilometers away.*

**90 points** = *The sun is 150 million kilometers away, in the center of the solar system. It is about 5 billion years old. The sun produces energy.*

**80 points** = *The sun is millions of kilometers away in the center of the solar system. It is billions of years old and produces energy.*

3. Mercury is similar to our moon because— |CC|

- it is very hot.
- it orbits the sun.
- it orbits Earth.
- it has phases.

4. How does the picture at the bottom of page 73 help you understand Mercury's size? |TF|

**100 points** = *The picture at the bottom of page 73 helps me understand Mercury's size because it shows me what Mercury looks like next to the sun. Mercury just looks like a black dot as it passes in front of the sun. The sun is huge compared with it.*

**90 points** = *The picture at the bottom of page 73 helps me understand Mercury's size because it shows me what Mercury looks like next to the sun. Mercury just looks like a black dot.*

**80 points** = *It shows me how small Mercury looks next to the sun.*

- 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**

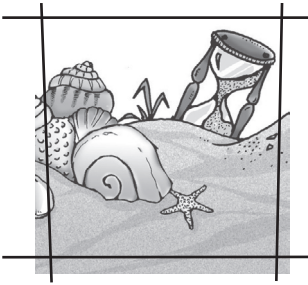
What do you think would happen if Earth were just slightly further away from the sun?

Mercury was first noticed about 5,000 years ago. Do you think people then knew how different Mercury was from other objects in the sky? 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**

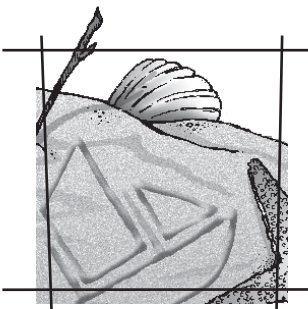
Timing Goal: 5 minutes

- 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 these on the board.

Student Edition, page S-19

**Page 76 (paragraphs 1 and 2) or 74 (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

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill (dictionary skills).
- Use **Think-Pair-Share** to have students explain how one finds words in a dictionary and what kind of information dictionaries provide about words. Randomly select a few students to share. *Guide words, word meaning.*



Student Edition, page S-21

Blackline master provided.

<p><b>contact   corporal</b></p>	<p><b>preach   project</b></p>
<p><b>contest</b>  <i>n.</i> <b>1</b> a struggle for victory.  —<i>v.</i> <b>2</b> to argue against something.</p> <p><b>convince</b>  <i>v.</i> to make someone go along with or believe.</p> <p><b>core</b>  <i>n.</i> <b>1</b> the central part of some fruits. <b>2</b> the central part of a heavenly body. <b>3</b> the basic or central part of something.  —<i>v.</i> <b>4</b> to remove the middle from something, such as fruit.</p>	<p><b>preserve</b>  <i>n.</i> <b>1</b> a fruit cooked into jam or jelly. <b>2</b> an area where fish or game are protected. —<i>v.</i> <b>3</b> to keep safe from injury or ruin. <b>4</b> to maintain or continue.</p> <p><b>proceed</b>  <i>v.</i> <b>1</b> to come from a source. <b>2</b> to go forward or onward, advance.</p> <p><b>progress</b>  <i>n.</i> <b>1</b> a movement toward a goal. <b>2</b> a gradual improvement.  —<i>v.</i> <b>3</b> to move toward a higher or more advanced stage.</p>

- Display the sample dictionary pages.
- Point out that *core* is a word from this cycle’s vocabulary list and that it has more than one meaning, or definition. Display and read the following sentence.

The core subjects in school should be reading, writing, and arithmetic.

- Review the definitions provided for *core*. Use **Think-Pair-Share** to have students identify which definition matches the meaning of the word as it is used in the sample sentence. Randomly select a few students to share. *Entry #3.*
- Point out to students that dictionaries also provide information about capitalization. Remind students that words that are proper nouns are capitalized. Use **Think-Pair-Share** to have students identify whether there are any proper nouns on the sample dictionary pages. Randomly select a few students to share. *No. None of the words on the sample pages are capitalized.*
- 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-22

## Skill Practice

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. What is the best definition of *preserve* as it is used in the following sentence?  
Museums try to preserve ancient artifacts and artwork for future generations.  
*Entry #3 or entry #4.*
2. Correct the mistake in this sentence: The spelling Contest will take place in the auditorium after school.  
*The spelling contest will take place in the auditorium after school.*

## Building Meaning

limits	core	proceed	survive
fitting	dwarf	notable	determined

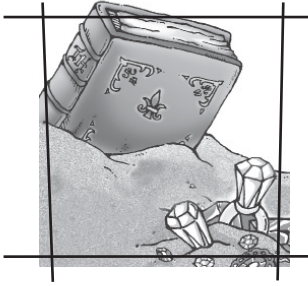
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.  
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
4. There are some animals, such as penguins, that can survive in extremely cold temperatures on land and in the water. *Survive* means—
  - a. enjoy.
  - b. live.
  - c. perish.
  - d. collect.



- 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"><li>- How many points did you earn today?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

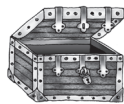
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**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 are the moon and Mercury similar?

### 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 of our neighbors in space. The sun is a star and the center of our solar system. It is about 150 million kilometers from Earth and more than 5 billion years old. Its powerful rays travel through space and warm our planet. Mercury is the planet closest to the sun. It is the second-smallest planet in the solar system and is just one-third the size of Earth. It is named for the Roman god of trade and business. People have known about Mercury for 5,000 years. It has phases. Venus is the next planet from the sun. Venus is named after the Roman goddess of love and beauty. It is Earth's sister planet because it is similar in size and weight. Venus is extremely hot, and its atmosphere is full of poisonous gases instead of oxygen.**

- 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 75 aloud. Remind students that you identified the main idea from the page on day 2 and put it on the idea tree. Identify supporting details, and add them to your idea tree as you reread. For example, Mars gets its name from the god of war.

A Collection of Readings,  
page 75

#### The Red Planet

Now we continue our journey. The next planet we'll study is Mars, which is also called the red planet. Mars was named for the Roman god of war.

Many people think Mars is the most interesting planet in our solar system. Many scientists agree. Do you know why? Mars is the only planet we know about that could possibly have had life on it at one point. It's also the only planet that has traces of water. Also, there is some oxygen in the air on Mars. These things are important to scientists. They're important because they mean that it might be possible for people to live on Mars one day. If that day comes, it will be far in the future. Technology would need to advance very far before we could even send astronauts to Mars.

*(continued on next page)*

Scientists have, however, sent machines to Mars. These machines have explored the sands and rocks of Mars. They have told us much about what Mars is like. A few of these machines are still there. Maybe one day, in the distant future, humankind will be there too! Who knows?

**When we read this section the first time, I recorded the main idea, Mars, on the idea tree. Now we'll use important ideas on the idea tree to write a summary of this 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 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 Mars. That's important, so I'll include it. I think the detail about how it got its name is important, so I'll include that. The traces of water and the fact that there might have been life are important, so I'll include those details. Do I need to include the detail that we can't send people to Mars yet? That information is interesting, but it doesn't seem as important as the other details. I won't include that detail in my summary. But I do want to include the detail that machines have explored Mars.**

- Share an example of a summary that is based on the information you circled on the idea tree. See the sample below.

Mars is named after the Roman god of war. It is the only other planet in the solar system that could have supported life. Scientists have sent machines to Mars to explore and study the planet.

### **Preview Team Talk**

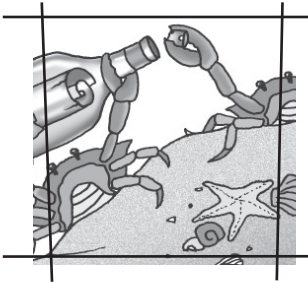
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Why are Saturn's rings the most noticeable of any other planet's rings? |CE|
2. The author says there is something special about Uranus's name. Do you think this is a fact or an opinion? Support your answer. |FO|
3. How was Neptune's Great Dark Spot similar to Jupiter's Great Red Spot? How was it different? |CC|
4. Use information from your idea tree to write a summary of this cycle of *Beyond the Sky: The Solar System, Deeper Space, and the Scientists*. (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 76–79 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 are Saturn's rings the most noticeable of any other planet's rings? |CE|

**100 points** = Saturn's rings are the most noticeable of any other planet's rings because Saturn has a lot of rings. Some of them are very big. The gaps between Saturn's rings are also interesting. **90 points** = Saturn's rings are the most noticeable of any other planet's rings because Saturn has a lot of rings. **80 points** = Saturn has more rings.

2. The author says there is something special about Uranus's name. Do you think this is a fact or an opinion? Support your answer. |FO|

**100 points** = I think this is an opinion. The author thinks it's special that Uranus is named after a Greek god instead of a Roman god, but other people might not agree. People might think the Greek and Roman gods were similar. You can't prove that it is special. **90 points** = I think this is an opinion. The author thinks it's special that Uranus is named after a Greek god instead of a Roman god, but other people might not agree. You can't prove that it is special. **80 points** = It is an opinion. You cannot prove it is special.

3. How was Neptune's Great Dark Spot similar to Jupiter's Great Red Spot? How was it different? |CC|

**100 points** = Neptune's Great Dark Spot was similar to Jupiter's Great Red Spot because they were both strong storms on the planets. The Great Dark Spot was different because it disappeared in 1994. Jupiter's Great Red Spot is still there. **90 points** = Neptune's Great Dark Spot was similar to Jupiter's Great Red Spot because they were both strong storms on the planets. The Great Dark Spot disappeared in 1994, but the Great Red Spot is still there. **80 points** = They were both storms. The Great Red Spot is still there.

4. Use information from your idea tree to write a summary of this cycle of *Beyond the Sky: The Solar System, Deeper Space, and the Scientists*. (Write-On) |SU|

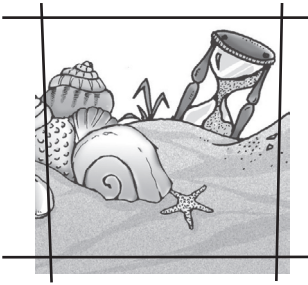
**100 points** = Earth has many neighbors in space. It is a part of a solar system, with the sun in the middle. The sun warms Earth and the other planets. Mercury is the planet closest to the sun. It is the second-smallest planet in the solar system. Venus is next from Mercury. Venus is Earth's sister planet because they have many things in common. Mars is the fourth planet. We have explored Mars with machines. Jupiter is the largest planet. It has a giant storm on it. Saturn is the next-largest planet. It is known for its rings. Uranus is the seventh planet. It was the first planet discovered in modern times. Neptune is the eighth planet. It is known for its blue color. **90 points** = Earth has many neighbors in its solar system. The sun warms Earth and the other planets. Mercury is the planet closest to the sun. Venus is Earth's sister planet because they have many things in common. We have explored Mars with machines. Jupiter is the largest planet. Saturn is known for its rings. Uranus was the first planet discovered in modern times. Neptune is known for its blue color. **80 points** = Earth has many neighbors in its solar system. The sun warms Earth and the other planets. Mercury and Venus are closer to the sun than Earth. Mars, Jupiter, Saturn, Uranus, and Neptune are farther from the sun than Earth.

- 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	<p>Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</p> <ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<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>Currently, Mars is the only other planet we have explored. What planet do you think we should explore next? How do you think we should explore it?</p> <p><i>Voyager 2</i> was launched in 1977 and reached Uranus in 1986. What do you think would need to happen for people to be able to explore distant planets, such as Uranus and Neptune, in person?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Currently, Mars is the only other planet we have explored. What planet do you think we should explore next? How do you think we should explore it?</p> <p><i>Voyager 2</i> was launched in 1977 and reached Uranus in 1986. What do you think would need to happen for people to be able to explore distant planets, such as Uranus and Neptune, in person?</p>	
Write-On Discussion	<ul style="list-style-type: none"> <li>– Award team celebration points.</li> <li>– Allow students time to discuss their summaries.</li> <li>– Use <b>Random Reporter</b> to select students to share their summaries.</li> </ul>	
	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> 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.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>	



## FLUENCY IN FIVE **TP**

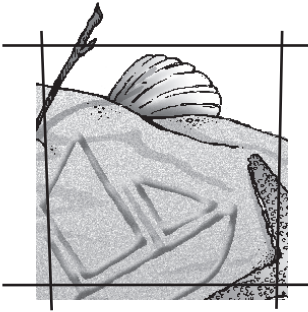
Timing Goal: 5 minutes

- 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 76 (paragraphs 1 and 2), 74 (paragraphs 1 and 2), or 79 (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



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Blackline master provided.

- Remind students of the Word Power skill (dictionary skills).
- Use **Think-Pair-Share** to have students tell what kind of information dictionaries provide about words. Randomly select a few students to share. *Word meanings and capitalization.*

<b>contact   corporal</b>	<b>preach   project</b>
<p><b>contest</b>  <i>n.</i> <b>1</b> a struggle for victory.  <i>—v.</i> <b>2</b> to argue against something.</p> <p><b>convince</b>  <i>v.</i> to make someone go along with or believe.</p> <p><b>core</b>  <i>n.</i> <b>1</b> the central part of some fruits. <b>2</b> the central part of a heavenly body. <b>3</b> the basic or central part of something.  <i>—v.</i> <b>4</b> to remove the middle from something, such as fruit.</p>	<p><b>preserve</b>  <i>n.</i> <b>1</b> a fruit cooked into jam or jelly. <b>2</b> an area where fish or game are protected. <i>—v.</i> <b>3</b> to keep safe from injury or ruin. <b>4</b> to maintain or continue.</p> <p><b>proceed</b>  <i>v.</i> <b>1</b> to come from a source. <b>2</b> to go forward or onward, advance.</p> <p><b>progress</b>  <i>n.</i> <b>1</b> a movement toward a goal. <b>2</b> a gradual improvement.  <i>—v.</i> <b>3</b> to move toward a higher or more advanced stage.</p>

- Display the sample dictionary pages.
- Direct students' attention to the Word Power Challenge. Use **Think-Pair-Share** to have students make up sentences using the second definition for *progress*. Randomly select a few students to share. *Answers may vary.*
- 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

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. What are the guide words for the page where you would find the word *convince*?  
Contact *and* corporal.
2. What is the best definition of *core* as it is used in the following sentence?  
My mom liked coring apples and filling the hole with sweet granola cereal and raisins.  
*Entry #4.*

## Building Meaning

limits	core	proceed	survive
fitting	dwarf	notable	determined

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.  
The teacher asked the students to proceed with reciting the pledge while she took attendance.

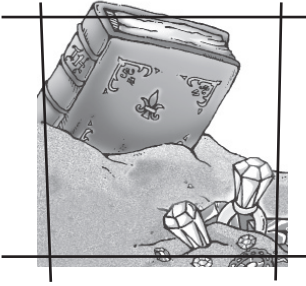


- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

- 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.

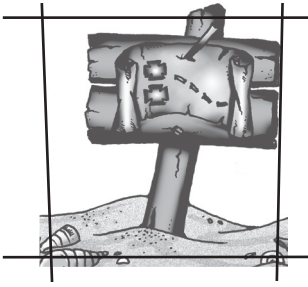
**Today you will read about the *Voyager* space probes. You read about one *Voyager* space probe's visit to Uranus and Neptune.**

**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**

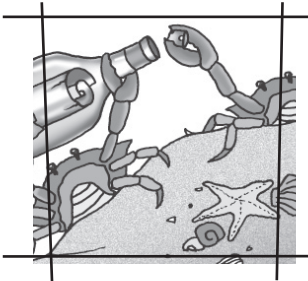
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they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

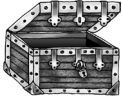
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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



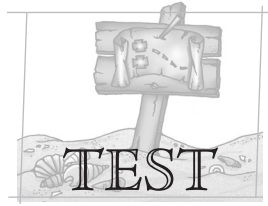


**Class Discussion TP**

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

### Voyaging Where No Spacecraft Had Gone Before

*Voyager 1* and *Voyager 2* were made to fly by Jupiter and Saturn. Scientists wanted to collect information about the planets and their moons. The spacecraft were launched in 1977.

*Voyager 1* reached Jupiter in five years. It showed scientists volcanoes on one of Jupiter's moons. Scientists did not know that volcanoes existed outside Earth. The craft also showed that Saturn's moons helped to shape its rings. After visiting Saturn, *Voyager 1* went far out into space.

*Voyager 2* flew farther. It got to Uranus and Neptune after ten years. It collected the first information about them. It found ten more moons and two new rings for Uranus. With the craft, scientists learned that Neptune has the strongest winds in the solar system. *Voyager 2* also found geysers there.

Now the spacecraft collect information about space beyond the planets. They still send data to Earth. Scientists didn't think the spacecraft would last longer than ten years. There is a record on each craft. The record has greetings in many languages. It also has some music. Scientists thought aliens could find the craft and could learn about Earth.

Sources: [voyager.jpl.nasa.gov/index.html](http://voyager.jpl.nasa.gov/index.html)

[www.nasa.gov/mission\\_pages/voyager/index.html](http://www.nasa.gov/mission_pages/voyager/index.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 the Voyager spacecraft. I know this is the topic because the text tells me about Voyager 1 and Voyager 2. I learn what these spacecraft did in space.* **15 points** = *The topic of this text is the Voyager spacecraft. I know this is the topic because the text tells me about Voyager 1 and Voyager 2.* **10 points** = *It is about the Voyager spacecraft. I learn information about them.*

**30 points**

2. What is the author's intent? |AP|
- to persuade the reader to build spacecraft
  - to entertain the reader with discoveries made by *Voyager*
  - to inform the reader about the *Voyager* missions
  - to tell the reader about aliens in deep space

How do you know?

**20 points** = I think the author's intent is to inform me about the *Voyager* spacecraft. I learn information about them and what they learned as they flew through the solar system. The author does not entertain me with stories about them or try to persuade me in the text. **15 points** = I think the author's intent is to inform me about the *Voyager* spacecraft. I learn information about them and what they learned as they flew through the solar system. **10 points** = The author wants to inform me about it. I learn about it.

**20 points**

3. Why do you think scientists included greetings in many different languages on the *Voyager* spacecraft records? Support your answer. |DC|

**20 points** = I think scientists included greetings in many different languages on the *Voyager* spacecraft records because they hoped aliens would understand one of the languages. I think they also wanted to show that Earth is very diverse and has a lot of different people living here. **15 points** = I think scientists included greetings in many different languages on the *Voyager* spacecraft records because they hoped aliens would understand one of the languages. **10 points** = They hoped aliens would understand one of the languages.

**20 points**

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

**20 points** = The *Voyager* spacecraft were launched to fly by Jupiter, Saturn, Neptune, and Uranus. Scientists wanted to learn more about them. *Voyager 1* showed us that there are active volcanoes in space. We also learned more about Saturn's rings. *Voyager 2* also flew past Uranus and Neptune. Those flights were the first close looks at those planets. Now the spacecraft are exploring deeper space. **15 points** = The *Voyager* spacecraft were launched to fly by Jupiter, Saturn, Neptune, and Uranus. Scientists wanted to learn more about them. *Voyager 1* showed us new things about Jupiter and Saturn. *Voyager 2* also flew past Uranus and Neptune. The spacecraft are still exploring. **10 points** = The *Voyager* spacecraft were launched to fly by Jupiter, Saturn, Uranus, and Neptune. Scientists wanted to learn more about them. The spacecraft are still exploring.

## 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

Use the sample dictionary pages to answer the following questions. Write the answers on your paper.

<b>ere   evergreen</b>	<b>shift   situation</b>
<p><b>error</b> <i>n.</i> a failure to be correct.</p> <p><b>eternal</b> <i>adj.</i> <b>1</b> lasting forever, having no beginning and no end. <b>2</b> continuing without interruption.</p>	<p><b>signal</b> <i>n.</i> <b>1</b> a sign, event, or word that starts an action. <b>2</b> a sound that gives a warning. <b>3</b> a radio wave. <i>—v.</i> <b>4</b> to notify or communicate by signals.</p> <p><b>simmer</b> <i>v.</i> <b>1</b> to cook gently at, or just below, the boiling point. <b>2</b> to be on the point of bursting out in anger.</p>

5 points

1. What is the best definition of *signal* as it is used in the following sentence?

I couldn't get a clear signal in the house, so music from my favorite station sounded fuzzy.

*Entry #3.*

5 points

2. Should any of the words on these pages be capitalized? Why or why not?

*No. None of the words are proper nouns.*

5 points

3. What is the best definition of *eternal* as it is used in the following sentence?

A star's life is not eternal because the star will use up all of its energy some day.

*Entry #1.*

5 points

4. What are the guide words for the page where you would find the definition of *error*?

*Ere and evergreen.*

**Building Meaning**

limits	core	proceed	survive
fitting	dwarf	notable	determined

**10 points**

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

**10 points** = *Lydia could always tell when she reached the limits of her mom's patience because she could see her mom counting to ten in her head to calm down.* **5 points** = *Lydia could tell when she reached the limits of her mom's patience because she could see her mom counting to ten.* **1 point** = *Lydia could tell when she reached the limits of her mom's patience.*

**10 points**

6. A camel can survive for many days in the desert without drinking water.

**10 points**

7. "The Dizzy" was a fitting name for the roller coaster that was full of swooping loops. *Fitting* means—
- strange.
  - inappropriate.
  - given.
  - appropriate.

**10 points**

8. Ulrike told Vickie to proceed with making notes while she made a snack for them.

**10 points**

9. I bought a dwarf palm tree so I could have a tropical tree in my house all year. *Dwarf* means—
- small.
  - huge.
  - sick.
  - large.

**10 points**

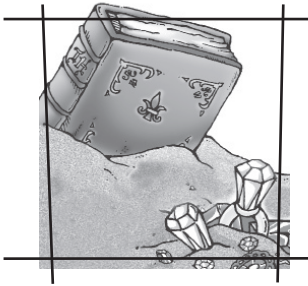
10. The escape from the prison was notable because no one had ever escaped from there before.

**10 points**

11. The core of our planet is a solid mass of rock and metal surrounded by a layer of molten rock. *Core* means—
- outside.
  - body.
  - center.
  - head.

**10 points**

12. Carly determined who the chocolate thief was because her sister had fudge smears all over her face.

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

---

**Set the Stage**

- Introduce the writing goal.

**Today you will write a job listing to find someone who is interested in traveling into space to explore a planet. You have read about seven of the planets in our solar system this cycle. Imagine that technology has made it possible for humans to explore other planets, and NASA needs people to complete a mission to a planet.**

**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 job listing.

**Most major newspapers have a section of their paper dedicated to job listings. This is a section where people who need a job can look through a lot of different jobs and their descriptions. Companies and organizations try to provide information in their job listings to attract potential employees. They try to make their jobs sound attractive. Since the Internet is so popular, there are also many websites that display job listings. They provide the same kind of information as a job listing in a newspaper.**

- Display the following job listing. Read the listing aloud to students.

Blackline master provided.

### Recycling Specialists Wanted!

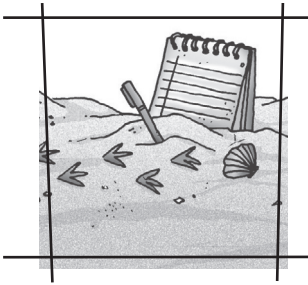
ACME Recycling Company is looking for hardworking people to be recycling specialists. They will be in charge of the collection and delivery of recyclable goods from neighborhoods and businesses to the ACME recycling centers. Potential employees must be willing to start work early in the morning and in all kinds of weather. Being physically fit and strong is a must for this job. Applicants are required to have a physical exam from a doctor before working. Starting salary is \$45,000/year. E-mail or fax resumes to acmerc@email.com or (555) 929-2263.



- Use **Think-Pair-Share** to have students identify the purpose of the job listing. Randomly select a few students to share. *The ACME Recycling Company is looking for recycling specialists to collect recyclable goods from homes and businesses.*



- Use **Team Huddle** to have students identify some of the traits the company wants in its employees or the requirements for the job. Use **Random Reporter** to select students to share. *People must be hardworking. They must be able to get up and work early. They must be physically fit and strong. They must have permission from a doctor to work.*
- Use **Think-Pair-Share** to have students identify what additional information job seekers can find in the listing. Randomly select a few students to share. *They can see how much the job pays. They can find an e-mail address and fax number where they can send their resumes.*
- Point out that the listing has a heading that tries to grab a job seeker's attention.
- Tell students that they will think of the qualities a job seeker would need to explore one of the planets in our solar system.



# ADVENTURES IN WRITING

Timing Goal: 65 minutes

## Planning

- Introduce the activity.

**Remember that today you will write a job listing from NASA seeking people who would like to explore one of the planets in our solar system.**



- 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-23

### Writing Prompt

Imagine that NASA has created the technology that would allow humans to land on other planets in our solar system. Now that NASA has this technology, they need to hire more people who are willing to train to be astronauts and explore these planets. Write a job listing seeking astronauts to explore one of the planets you read about this cycle. Begin your job listing with a heading that will grab the attention of job seekers. In your job listing, provide at least two details about what people will do as the first visitors to that planet. Then provide at least three details about the requirements or traits a person who wants to be a NASA astronaut needs. Remember to provide contact information for the job.

### Scoring Guide

You write a job listing for NASA's trip to explore one of the planets you read about this cycle.	<b>25 points</b>
Your listing begins with an attention-grabbing heading.	<b>15 points</b>
You provide at least two details about what people will do as the first visitors to the planet.	<b>10 points each (20 points maximum)</b>
You provide at least three details about the requirements or traits a person who wants to be a NASA astronaut needs.	<b>10 points each (30 points maximum)</b>
You provide contact information for the job.	<b>10 points</b>

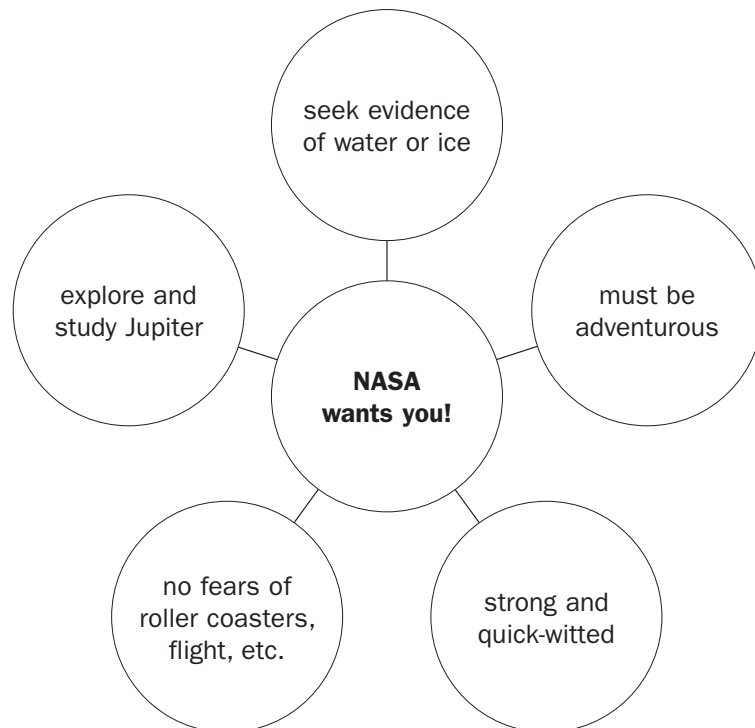
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.



**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 job listings.**

- 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 they should help their partners determine whether they have used descriptive words and phrases to make their job listings seem attractive.

**Imagine that you are looking for a job and searching through job listings. Would you think about taking a job that is described in a very boring way or a job that is described so it seems fun or important? Companies want to attract people to work for them. Companies want people to think they will enjoy working for them. Working for NASA as an astronaut is probably pretty exciting. Your job listing should make the job sound that way.**

- Display the following sample job listing. Ask a volunteer to read the listing aloud to the class.

Blackline master provided.

#### **NASA wants you!**

NASA is looking for potential employees who are interested in exploring the planet Jupiter. Once hired, employees will study Jupiter and search for evidence of water or ice on the planet. Applicants should be adventurous, strong, and quick-witted and should have no fear of flight, roller coasters, traveling at high speeds, or heights. E-mail resumes to beanastronaut@nasa.gov.

- Use **Think-Pair-Share** to have students identify whether this advertisement makes the job seem exciting. Randomly select a few students to share. Have students explain why or why not. *No. It does not seem exciting. There are no details or descriptions in the advertisement that make the job seem exciting or interesting.*
- Display the following sample job listing. Ask a volunteer to read the listing aloud to the class.

Blackline master provided.

### NASA wants you!

NASA is looking for potential employees who are interested in being the first humans ever to explore Jupiter, the giant of our solar system. Jupiter offers a world of territory waiting for discovery. Once hired and trained, employees will set out on a mission to explore Jupiter and search for evidence of water or ice on the planet. They will submit data and observations and bring home samples of gases and other materials from the planet. Applicants should be adventurous and curious about new places. They will need to be strong and quick-witted to handle long space flights. It is important that applicants have no fear of flight, roller coasters, traveling at high speeds, or heights. E-mail resumes to beanastronaut@nasa.gov.



- Use **Team Huddle** to have students identify why this job listing might attract more people. Use **Random Reporter** to select students to share. *This job listing is more descriptive. It offers more details that make the job interesting. It mentions that the people hired will be the first humans to explore Jupiter. It describes what the employees will do in more detail. It better describes what character traits they are looking for in applicants.*
- Tell students to help their partners think of descriptive words and phrases to use in their writing to make the job of exploring a planet seem exciting and interesting.
- 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

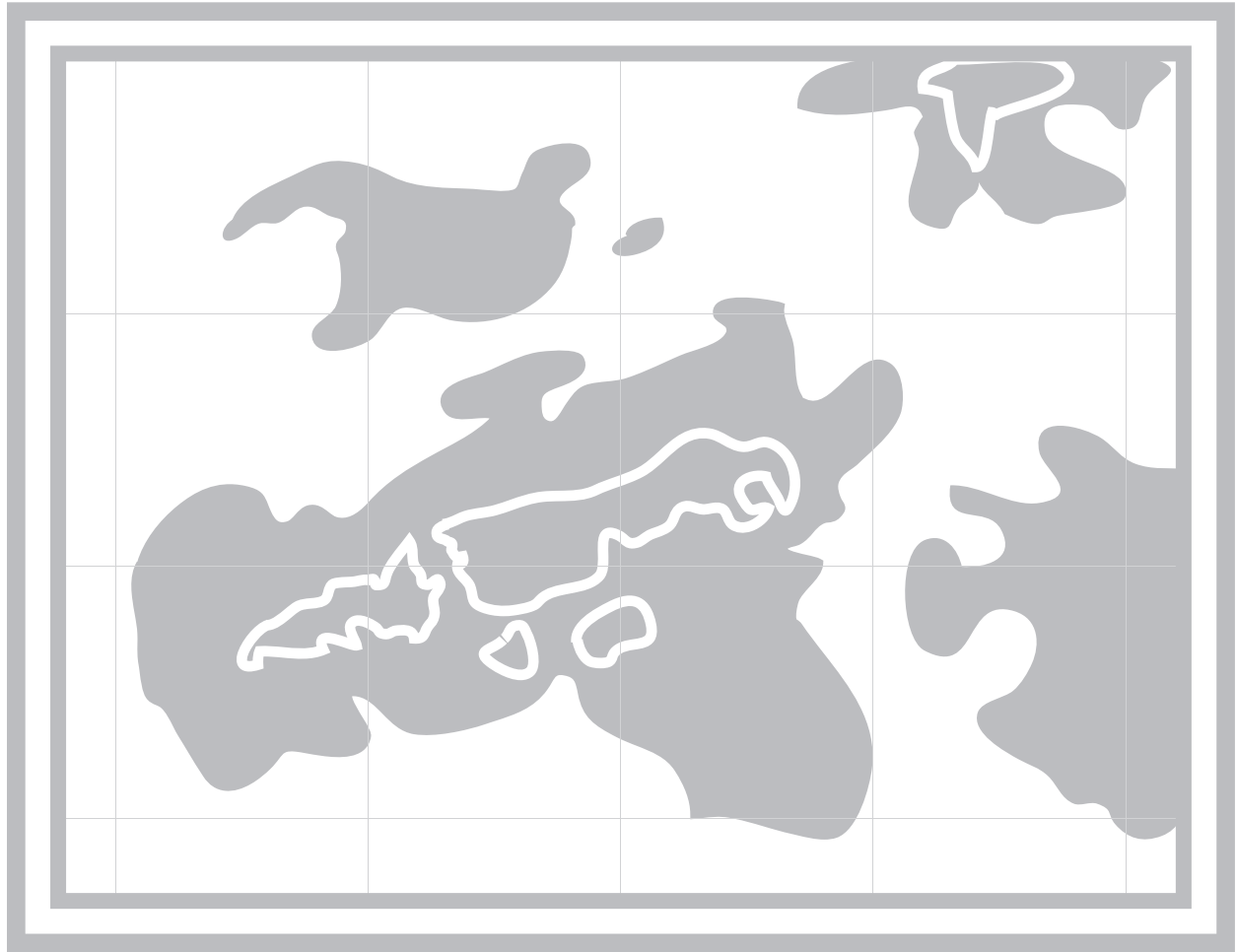
- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one 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"><li>- <b>What is your team celebration score?</b></li><li>- <b>How well did you use the team cooperation goal and behavior?</b></li><li>- <b>How can you earn more points?</b></li></ul>

## **Sonic BOOM!**

The year was 1947. On an October morning, test pilot Charles “Chuck” Yeager sealed himself into his X-1 plane. It was a rocket-powered plane. Yeager and the plane shot down the runway. His plane soared into the air. Yeager pressed down on the throttle. The plane went faster and faster through the air. Then suddenly, the X-1 hit the speed of Mach 1. A deafening boom rang out.

Until that day, no pilot had ever flown a plane faster than the speed of sound. The sound the plane made was a sonic boom. It’s the sound that occurs whenever something goes faster than the speed of sound, or breaks the sound barrier. Many planes can now travel that fast, or faster!



**contact | corporal**

**contest**

*n.* **1** a struggle for victory. —*v.* **2** to argue against something.

**convince**

*v.* to make someone go along with or believe.

**core**

*n.* **1** the central part of some fruits. **2** the central part of a heavenly body. **3** the basic or central part of something. —*v.* **4** to remove the middle from something, such as fruit.

**preach | project**

**preserve**

*n.* **1** a fruit cooked into jam or jelly. **2** an area where fish or game are protected. —*v.* **3** to keep safe from injury or ruin. **4** to maintain or continue.

**proceed**

*v.* **1** to come from a source. **2** to go forward or onward, advance.

**progress**

*n.* **1** a movement toward a goal. **2** a gradual improvement. —*v.* **3** to move toward a higher or more advanced stage.

## **Recycling Specialists Wanted!**

ACME Recycling Company is looking for hardworking people to be recycling specialists. They will be in charge of the collection and delivery of recyclable goods from neighborhoods and businesses to the ACME recycling centers. Potential employees must be willing to start work early in the morning and in all kinds of weather. Being physically fit and strong is a must for this job. Applicants are required to have a physical exam from a doctor before working. Starting salary is \$45,000/year. E-mail or fax resumes to [acmerc@email.com](mailto:acmerc@email.com) or (555) 929-2263.



## **NASA wants you!**

NASA is looking for potential employees who are interested in exploring the planet Jupiter. Once hired, employees will study Jupiter and search for evidence of water or ice on the planet. Applicants should be adventurous, strong, and quick-witted and should have no fear of flight, roller coasters, traveling at high speeds, or heights. E-mail resumes to [beanastronaut@nasa.gov](mailto:beanastronaut@nasa.gov).

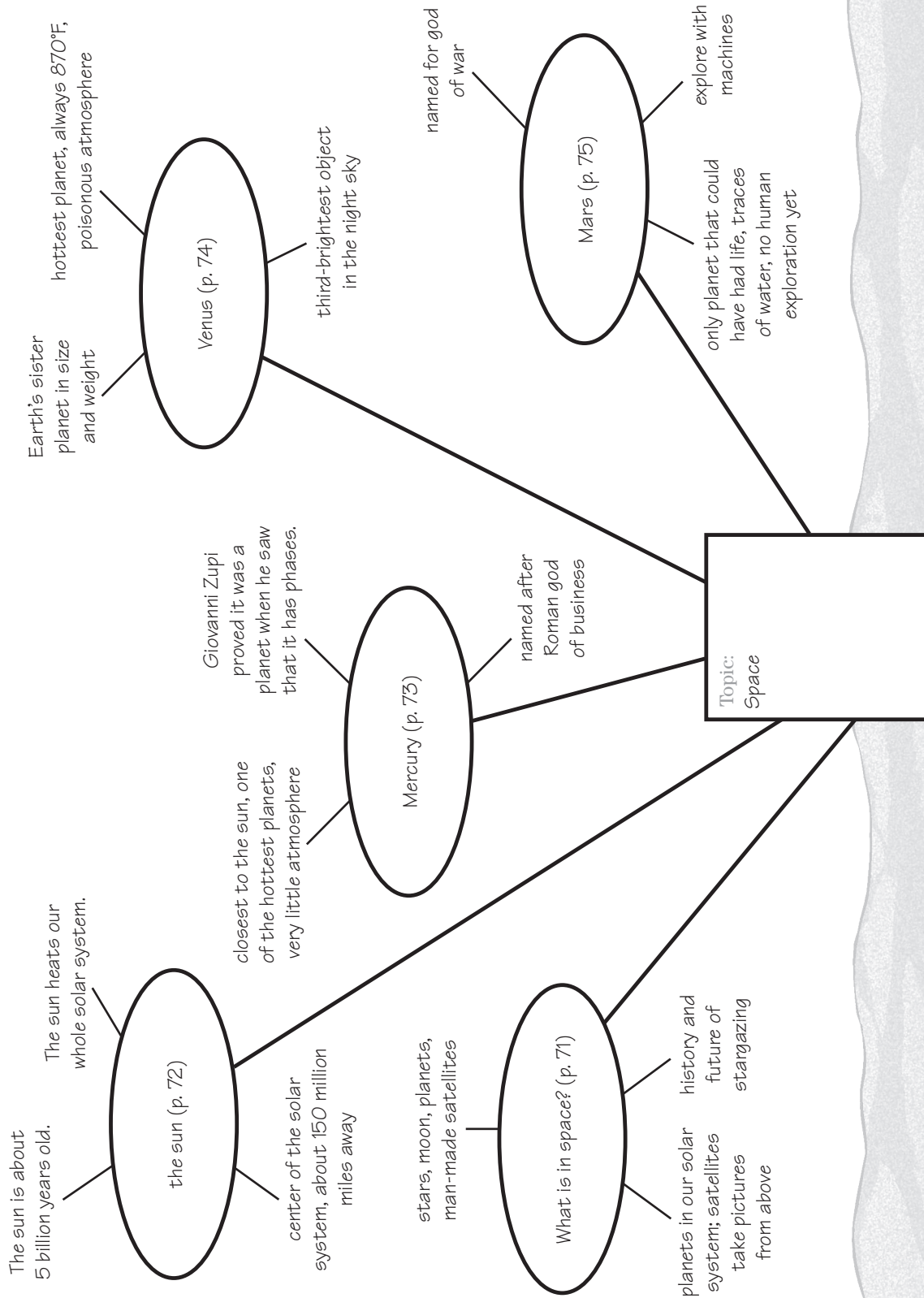
## **NASA wants you!**

NASA is looking for potential employees who are interested in being the first humans ever to explore Jupiter, the giant of our solar system. Jupiter offers a world of territory waiting for discovery. Once hired and trained, employees will set out on a mission to explore Jupiter and search for evidence of water or ice on the planet. They will submit data and observations and bring home samples of gases and other materials from the planet. Applicants should be adventurous and curious about new places. They will need to be strong and quick-witted to handle long space flights. It is important that applicants have no fear of flight, roller coasters, traveling at high speeds, or heights. E-mail resumes to [beanastronaut@nasa.gov](mailto:beanastronaut@nasa.gov).

# Idea Tree



**Title:** Beyond the Sky: The Solar System, Deeper Space, and the Scientists, cycle 1

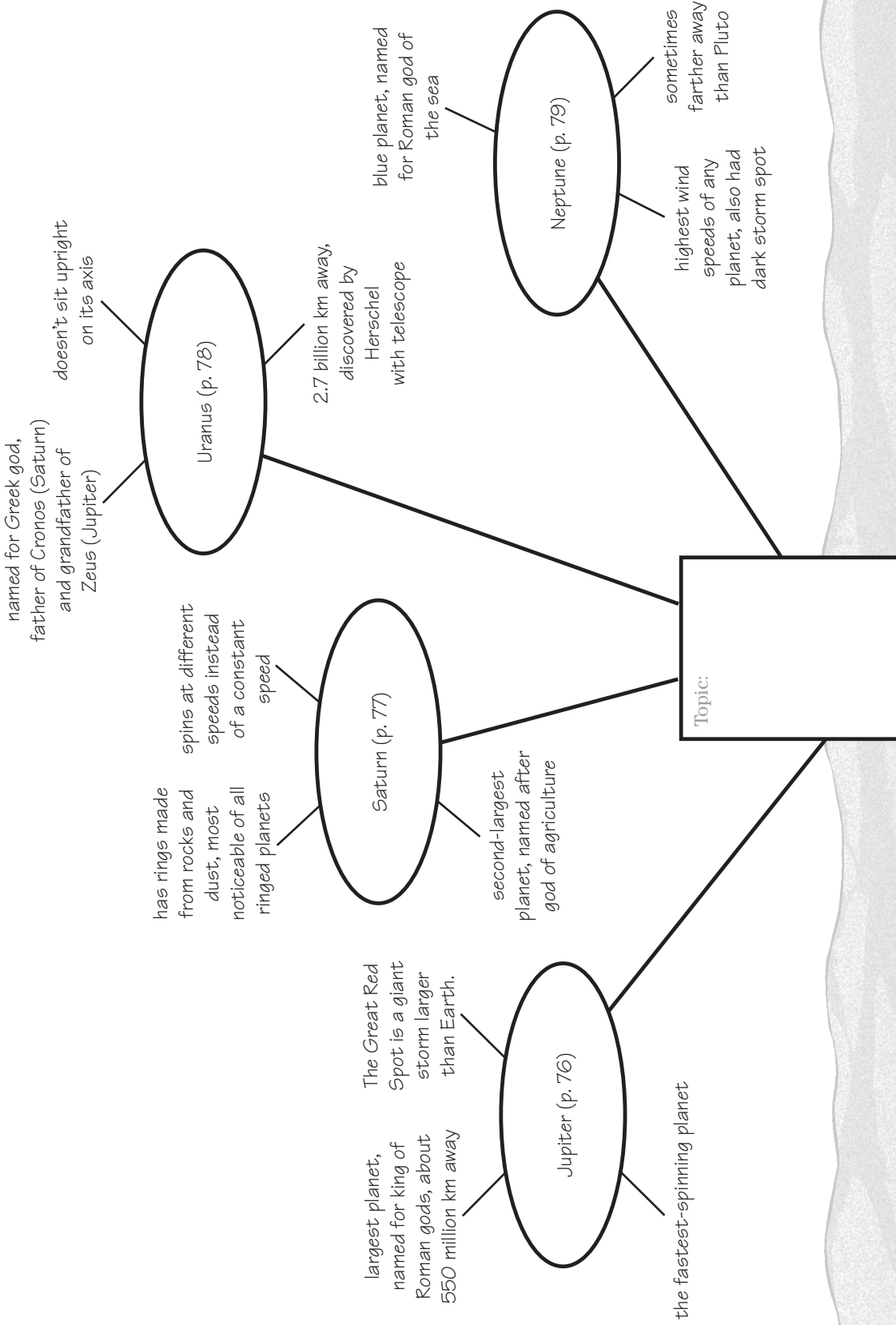


# Idea Tree



Beyond the Sky: The Solar System, Deeper Space, and the Scientists, cycle 1, cont.

**Title:**

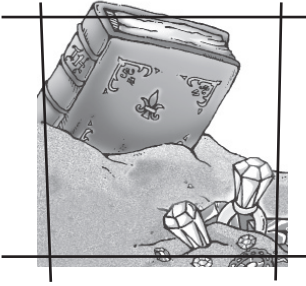


**CYCLE 2**

## Instructional Objectives

	Reading	Word Power	Writing
	Summarizing (SU)	Contractions	Write a newspaper article.
CYCLE 2	Students will summarize sections of text using main ideas and supporting details.	Students will break contractions into their separate words to help them read the words.	Students will write brief newspaper articles about the discovery of a new planet.



**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 *Beyond the Sky: The Solar System, Deeper Space, and the Scientists* by Tanya Jackson. 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 space. We read about our neighbors in the solar system in the last cycle.**

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the author's intent.

**We reminded ourselves about the topic of this text. Now we need to think about the author's intent, or why the author wrote the text. Last cycle, we decided the author's intent was to inform us about objects in space. 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 objects in space and space in general. This cycle seems to focus more on things outside our solar system. This is still the author's intent.**

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

**Our next step in TIGRRS is to choose a graphic organizer to help us record important ideas from the text. In the last cycle, we used an idea tree. The author gives us a lot of ideas and details that support them. When I flip through the second half of the text, I see that it is still arranged the same. There are more ideas and supporting details. We'll keep using an idea tree to record important information.**

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

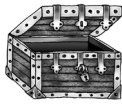
### **Vocabulary** **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."





- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page S-25  
Student Edition chart does  
not contain page numbers or  
identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>assembly</b> page 81	base word + ending: assembl(e) + y	group, collection	The <i>assembly</i> of lawyers was a good place to talk to someone about working in a law office.
<b>appears</b> page 81	base word + ending: appear + s	seems	"It <i>appears</i> that Joe isn't coming, but we can wait a bit longer," Sara said.
<b>transmit</b> page 83	chunk: trans-mit	send	The radio station will <i>transmit</i> the sound, and your radio will pick it up.
<b>steady</b> page 83	chunk: steady-y	even, constant	In the movie, people rowed the boat to a <i>steady</i> drumbeat.
<b>modern</b> page 85	chunk: mo-dern	up-to-date, new	We drive cars in <i>modern</i> days, but long ago people rode in horse-drawn buggies.
<b>advances</b> page 85	base word + ending: advance + s	improvements	Holly made great <i>advances</i> in her study skills by practicing.
<b>traverse</b> page 87	chunk: tra-verse	cross	The hikers had to <i>traverse</i> the entire desert before they found water.
<b>makeup</b> page 87	compound word: make + up	what something is made of	The <i>makeup</i> of the group is friends and relatives, so we will know everyone.

### 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 is from the section of the text about Jupiter called “The King of the Planets.”

Blackline master provided.

Jupiter is the largest planet, and it is named for the king of the Roman gods.

The Great Red Spot is a storm larger than Earth.

It’s 550 million kilometers from Earth.

It’s the fastest-spinning planet.

- 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 Jupiter, so I think the author must consider that important. I’ll keep that idea. It’s also important to know that Jupiter is the largest planet, so I’ll keep that idea too. Should I include the information about the Great Red Spot? In the passage, the author says quite a bit about the Great Red Spot, so I’ll keep that detail because the author probably thinks that’s important too. The distance from Earth is important too, so I’ll keep that. I don’t think the detail about how fast Jupiter spins is really important. It doesn’t really tell me much about the planet. So I’ll leave that detail out of my summary.**

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

**Jupiter is the largest planet. It is 550 million kilometers from Earth. Part of it is a storm called the Great Red Spot, which is huge.**

- 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 80 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 80

### So, So Small

The last planets we'll learn about are the dwarf planets: Ceres, Pluto, and Eris. These three planets are really small compared to the other planets we've read about. That's why we call them dwarf planets. Ceres is located between Mars and Jupiter, while Pluto and Eris are the two planets farthest from the Sun.

Pluto was named after the Roman god of the underworld. It was suggested by a British girl named Venetia Phair, who had read about Greek and Roman myths in school. It happened that the name also allowed scientists to honor the astronomer who first suggested a ninth planet existed, Percival Lowell. His initials appear in the name Pluto. Ceres and Eris are mythological names as well. Ceres was named for the Roman goddess of agriculture and Eris was named after the Greek goddess of discord, or argument.

Pluto has officially been a part of the solar system since 1930, but scientists just recently reclassified it as a dwarf planet. Ceres was discovered in 1801, but scientists were not sure what to call it. They called it a planet for a long time before deciding it was an asteroid. It is the largest object in the asteroid belt between Mars and Jupiter. Eris was discovered in 2005. It is the largest dwarf planet and was considered to be the tenth planet before being reclassified. More planets and dwarf planets could be added in the future. For now, there is an easy way to remember the planets we've read about and their distance from the Sun. In 2008, the National Geographic Society recognized a fourth grader for coming up with the following phrase: "My Very Exciting Magic Carpet Just Sailed Under Nine Palace Elephants." See if that helps you remember all the planets!

Our trip through the solar system is now complete. It's time to travel outside our solar system and see what we find.

Find out!

*Ask an adult what phrase they used to remember the planets. Chances are good that they will say, "My Very Educated Mother Just Served Us Nine Pickles!"*

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

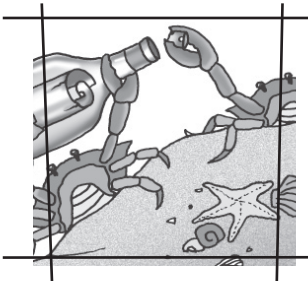
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-26

### Team Talk

1. What is the main idea from the section titled "A Milky Way?" Why do you think this is the main idea? (Write-On) |SU|
2. When we see stars in the sky, are we seeing them as they really look? Explain. |DC|
3. How does the picture on page 82 help you understand what happens when a star explodes in a supernova? |TF|
4. Which of the following isn't a way that quasars are different from stars? |CC|
  - a. They give off light.
  - b. They are older.
  - c. They give off more energy.
  - d. They are farther away.

- 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 81–83 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. What is the main idea from the section titled “A Milky Way?” Why do you think this is the main idea? (Write-On) |SU|

**100 points** = *The main idea of the section titled “A Milky Way?” is the galaxy we live in, the Milky Way. I think this is the main idea because I learn about our galaxy and how it got the name Milky Way.*

**90 points** = *The main idea of the section titled “A Milky Way?” is the galaxy we live in, the Milky Way. I think this is the main idea because I learn about our galaxy.*

**80 points** = *It’s about the Milky Way. I learn about the galaxy.*

2. When we see stars in the sky, are we seeing them as they really look? Explain. |DC|

**100 points** = *When we see stars in the sky, we are not seeing them as they really look. Stars are very far away from Earth. It takes their light a long time to reach Earth. A star might have died, but we are still receiving its light.*

**90 points** = *When we see stars in the sky, we are not seeing them as they really look. It takes their light a long time to reach Earth.*

**80 points** = *No. It takes their light a long time to reach Earth.*

3. How does the picture on page 82 help you understand what happens when a star explodes in a supernova? |TF|

**100 points** = *The picture on page 82 helps me understand what happens when a star explodes in a supernova because it shows the debris left behind from the explosion. The star no longer exists.*

**90 points** = *The picture on page 82 helps me understand what happens when a star explodes because it shows the debris left behind from the explosion.*

**80 points** = *It shows the debris left behind from the explosion.*

4. Which of the following isn’t a way that quasars are different from stars? |CC|

a. *They give off light.*

b. *They are older.*

c. *They give off more energy.*

d. *They are farther away.*

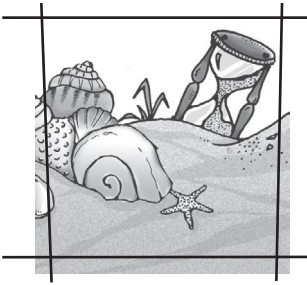
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

**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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
Team Talk Extenders	<p>Our sun will die some day in the distant future. What effect do you think that will have on Earth?</p> <p>Parts of our galaxy are very far away. Would you ever want to travel that far into space? Why or why not?</p>
Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> 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.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>



## 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.

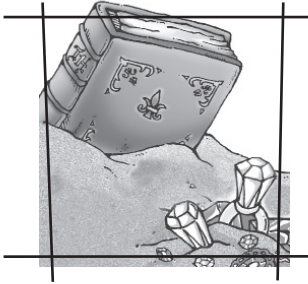
### Page 81 (paragraphs 2 and 3)

- 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**

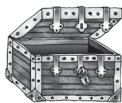
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**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.

How are quasars different from stars?

### 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 other objects in space. We learned about our own galaxy, the Milky Way. We learned about stars. We learned about quasars and pulsars.**

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 84 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 84

#### Holes in space?

Like Earth, everything in space has some amount of gravity. Gravity is what holds each star and planet together and what makes things stay on the surface of planets. If Earth had no gravity, everything would float off it, including buildings, trees, people, and dirt...everything! That's how gravity works.

Some objects in space have very, very strong gravity. Sometimes, the gravity is so strong that the object (often a star) collapses in on itself. When this happens, the force of the collapse pulls in everything around the star. It even pulls in light! This creates one of the most amazing things in all of space: the black hole.

Black holes are giant holes in space that nothing nearby can escape. Planets can't escape. Stars can't escape. Not even light can escape the pull of a black hole. You can't see black holes, so how do we know they exist? First, black holes are massive, or heavy. Scientists can find objects that are really heavy because their gravity affects other things. Unlike massive stars, black holes don't shine. When scientists notice the effect of a massive object on other things, but they can't see the object, they assume they have found a black hole.

Second, scientists are sometimes lucky enough to see a star being eaten by a black hole! They might notice a lot of radiation coming out of an area in the sky near a star. Have you ever had a broken bone X-rayed? Stars emit a lot of X-rays when they get trapped by black holes. Scientists hope to someday have better ways of viewing black holes.

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

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

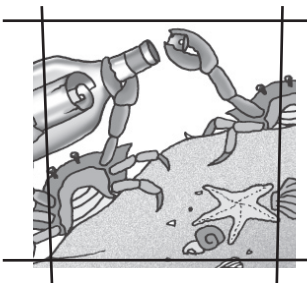
### Preview Team Talk

- 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-26

### Team Talk

1. What is the main idea of the section titled "Early Stargazers"? Why do you think this is the main idea? (Write-On) |SU|
2. The Soviet Union won the space race by— |CE|
  - a. sending Yuri Gagarin into space.
  - b. launching *Sputnik* into space.
  - c. sending a dog into space.
  - d. launching the Hubble Space Telescope.
3. What is the main idea of the first paragraph on page 86? How can you tell? |MI|
4. Why do you think astronauts wanted the American flag to look like it was blowing in the wind? |DC • TF|



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**  
**pages 85–88 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 of the section titled “Early Stargazers”? Why do you think this is the main idea? (Write-On) |SU|

**100 points** = *The main idea of the section titled “Early Stargazers” is people who studied the night sky long ago. I think this is the main idea because I learn about Copernicus and Galileo. They studied the night sky.*

**90 points** = *The main idea of the section titled “Early Stargazers” is people who studied the night sky long ago. I think this is the main idea because I learn about Copernicus and Galileo. 80 points* = *It’s about people who studied the night sky. I learn about Copernicus and Galileo.*

2. The Soviet Union won the space race by— |CE|

- a. sending Yuri Gagarin into space.
- b. launching Sputnik into space.
- c. sending a dog into space.
- d. launching the Hubble Space Telescope.

3. What is the main idea of the first paragraph on page 86? How can you tell? |MI|

**100 points** = *The main idea of the first paragraph on page 86 is Sputnik. I can tell this is the main idea because the name Sputnik is mentioned a lot in the paragraph. The paragraph gives me information about the first unmanned spacecraft. 90 points*

**90 points** = *The main idea of the first paragraph on page 86 is Sputnik. I can tell this is the main idea because the name Sputnik is mentioned a lot in the paragraph. 80 points* = *The main idea is Sputnik. The name Sputnik is mentioned a lot.*

4. Why do you think astronauts wanted the American flag to look like it was blowing in the wind? |DC • TF|

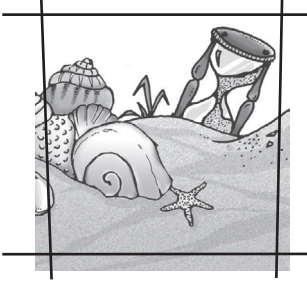
**100 points** = *I think astronauts wanted the American flag to look like it was blowing in the wind because it showed the flag better. It looks better than having a limp flag. People could more clearly see which flag was on the moon. 90 points* = *I think astronauts wanted the American flag to look like it was blowing in the wind because it showed the flag better. 80 points* = *It showed the flag better.*

- 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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team's strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>	
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top;">Team Talk Extenders</td> <td> <p>Sometimes people have ideas that are different from yours or even different from most people's ideas. Why is it important to listen to different ideas and opinions?</p> <p>A long time ago, people thought Earth was the center of the solar system. How do you think an Earth-centered solar system would be different from the sun-centered solar system?</p> </td> </tr> </table> <ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	Team Talk Extenders
Team Talk Extenders	<p>Sometimes people have ideas that are different from yours or even different from most people's ideas. Why is it important to listen to different ideas and opinions?</p> <p>A long time ago, people thought Earth was the center of the solar system. How do you think an Earth-centered solar system would be different from the sun-centered solar system?</p>	
Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>	



## FLUENCY IN FIVE **TP**

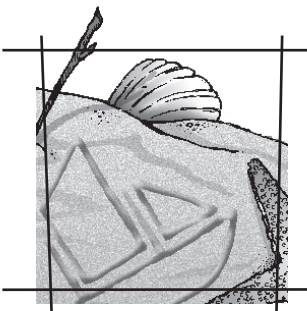
Timing Goal: 5 minutes

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

Student Edition, page S-25

### Page 85 (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.



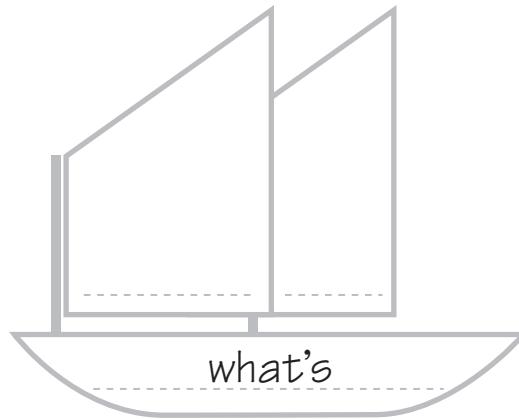
## WORD POWER **TP**

Timing Goal: 10 minutes

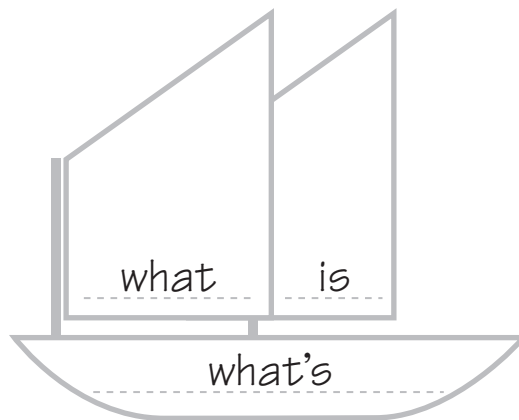
- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Power skill (contractions) and the Word Treasure clue for reading them.
- Explain that a contraction is a word made from two words—a base word and a second word. When the words are put together,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

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

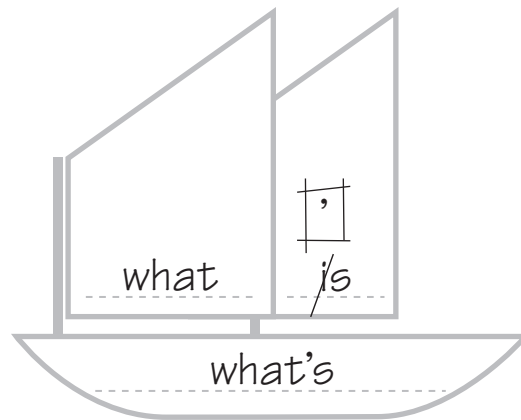
Blackline master provided.



- Use **Think-Pair-Share** to have students tell 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 which words should go on the sails. Write the words on the sails.



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



- Repeat the activity with the word *who's*.
- Use **Think-Pair-Share** to have students identify the treasure (skill).
- Confirm, or model, by reading Captain Read More's treasure note.

## Word Treasure

When some words are added to another word, one or more letters are left out, and an apostrophe is substituted.  
If you're having trouble reading these words, try to read the parts of the word first, and then read the whole word.

- Tell students to look out for contractions in this cycle's text.
- 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-26

## 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 letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. where's *where* + ~~is~~ '

2. she's *she* + ~~is~~ '

3. how's *how* + ~~is~~ '

4. when's *when* + ~~is~~ '

Building Meaning			
assembly	appears	transmit	steady
modern	advances	traverse	makeup

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. Choose the word that best fits in the blank.

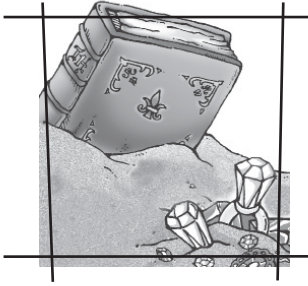
The big speakers can transmit sound all the way across the empty room.



- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>





## DAY 3

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

## Team Cooperation Goal

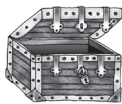
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## 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 did American astronauts make it look like the flag was blowing in the wind?

### 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 some more about space. We learned about some famous stargazers. We read about the space race and sending satellites into space. We learned about sending astronauts into space.**

- 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 80 aloud. Remind students that you identified the main idea from the page on day 1 and put it on the idea tree. Identify supporting details, and add them to your idea tree as you reread. For example, Pluto was a regular planet when it was discovered.

A Collection of Readings,  
page 80

#### So, So Small

The last planets we'll learn about are the dwarf planets: Ceres, Pluto, and Eris. These three planets are really small compared to the other planets we've read about. That's why we call them dwarf planets. Ceres is located between Mars and Jupiter, while Pluto and Eris are the two planets farthest from the Sun.

Pluto was named after the Roman god of the underworld. It was suggested by a British girl named Venetia Phair, who had read about Greek and Roman myths in school. It happened that the name also allowed scientists to honor the astronomer who first suggested a ninth planet existed, Percival Lowell. His initials appear in the name Pluto. Ceres and Eris are mythological names as well. Ceres was named for the Roman goddess of agriculture and Eris was named after the Greek goddess of discord, or argument.

*(continued on next page)*

Pluto has officially been a part of the solar system since 1930, but scientists just recently reclassified it as a dwarf planet. Ceres was discovered in 1801, but scientists were not sure what to call it. They called it a planet for a long time before deciding it was an asteroid. It is the largest object in the asteroid belt between Mars and Jupiter. Eris was discovered in 2005. It is the largest dwarf planet and was considered to be the tenth planet before being reclassified. More planets and dwarf planets could be added in the future. For now, there is an easy way to remember the planets we've read about and their distance from the Sun. In 2008, the National Geographic Society recognized a fourth grader for coming up with the following phrase: "My Very Exciting Magic Carpet Just Sailed Under Nine Palace Elephants." See if that helps you remember all the planets! Our trip through the solar system is now complete. It's time to travel outside our solar system and see what we find.

Find out!

*Ask an adult what phrase they used to remember the planets. Chances are good that they will say, "My Very Educated Mother Just Served Us Nine Pickles!"*

**When we read this section the first time, I recorded the main idea, dwarf planets, on the idea tree. Now we'll use the important ideas on the idea tree to write a summary of this 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 would want me to think 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 dwarf planets of Pluto, Ceres, and Eris. I'll definitely keep that. I think it's important to know when Pluto was discovered and that it was a regular planet in the solar system, so I'll include the details about that. I think it's important to know about Ceres's and Eris's histories as well, so I'll include that information. Those are the details I'll include in my summary. I don't think the details about the dwarf planets' names are that important. I also don't think it's that important to know how to remember the planets' names. I won't include that information in my summary.**

- Share an example of a summary that is based on the information you circled on the idea tree. See the sample below.

Pluto, Ceres, and Eris are dwarf planets. Pluto was discovered in 1930 and was considered a regular planet. Ceres was discovered in 1801 and is the largest object in the asteroid belt. Eris was discovered in 2005.

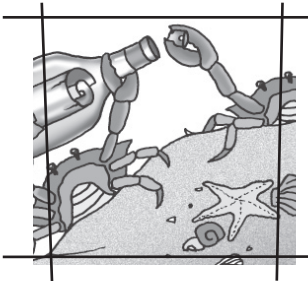
### Preview Team Talk

- 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-27

### Team Talk

1. Explain how our galaxy got its name. |CE|
2. The main idea of the section titled "A Milky Way?" is our Milky Way galaxy. Use supporting details from your idea tree to write a summary about this section. (Write-On) |SU|
3. The author compares the size of a neutron star to the size of a— |CC|
  - a. supergiant.
  - b. city.
  - c. pulsar.
  - d. core.
4. Why are scientists interested in learning more about quasars? |CE|



## 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 81–83 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. Explain how our galaxy got its name. |CE|

**100 points** = *Our galaxy is called the Milky Way. When you look at the Milky Way in the night sky, it looks like a band of soft white light. I think someone thought the band of light looked like poured milk, so he or she named it the Milky Way.* **90 points** = *Our galaxy is called the Milky Way. It is a band of soft white light that looks like poured milk.* **80 points** = *It looks like poured milk.*

2. The main idea of the section titled “A Milky Way?” is our Milky Way galaxy. Use supporting details from your idea tree to write a summary about this section. (Write-On) |SU|

**100 points** = *A galaxy is a big collection of stars and other objects in space. The center of our galaxy is near the constellation Sagittarius. The Milky Way got its name because it looks like a soft white band of light in the night sky. It is about 13 billion years old.* **90 points** = *A galaxy is a big collection of objects in space. The center of our galaxy is near Sagittarius. The Milky Way looks like a soft white band of light. It is 13 billion years old.* **80 points** = *The galaxy is a big collection of objects. The center is near Sagittarius. It looks like a band of light. It’s billions of years old.*

3. The author compares the size of a neutron star to the size of a— |CC|

- a. supergiant.
- b. city.
- c. pulsar.
- d. core.

4. Why are scientists interested in learning more about quasars? |CE|

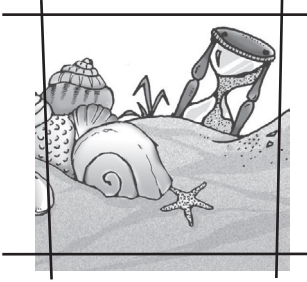
**100 points** = *Scientists are interested in learning more about quasars because quasars are very old. If they learn more about quasars, they will learn more about the beginning of the universe.* **90 points** = *Scientists are interested in learning more about quasars because quasars can teach them about the beginning of the universe.* **80 points** = *Quasars can teach them about the beginning of the universe.*

- 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"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>
	Team Talk Extenders
Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>



## FLUENCY IN FIVE **TP**

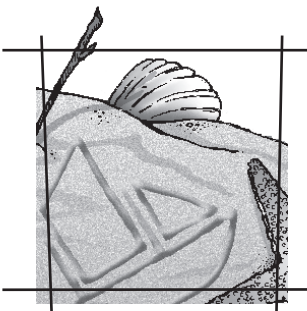
Timing Goal: 5 minutes

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

Student Edition, page S-25

**Page 85 (paragraphs 2 and 3) or 83 (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.



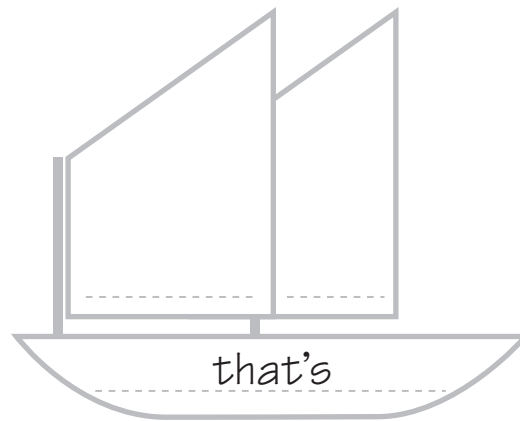
## WORD POWER **TP**

Timing Goal: 10 minutes

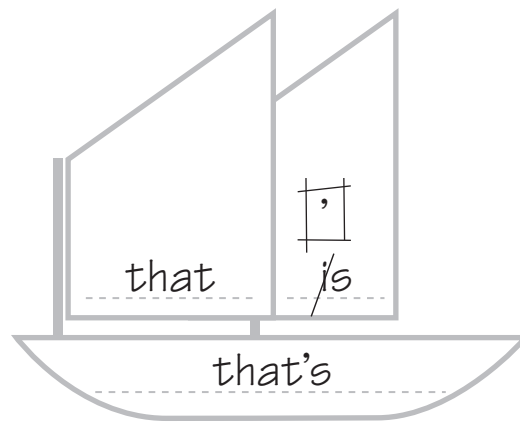
- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the skill they are working on (contractions).
- Use **Think-Pair-Share** to have students tell whether they found a contraction in their book. Randomly select a few students to share. *Possible responses include: we've, you'll, that's, don't, etc.*



- Display a sailboat with two overlapping sails, and write “that’s” 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 that goes on the first sail, and the word is goes on the second sail. Scrub out the i, and patch in an apostrophe.*
- After students respond, make changes to *that* and *is* on the sails.



- Repeat the activity, as needed, with the words *we've*, *you'll*, and *don'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**



**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 letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. they'll    they + ' ~~will~~
2. can't    can + ' ~~not~~
3. you've    you + ' ~~have~~
4. we'll    we + ' ~~will~~

**Building Meaning**

assembly	appears	transmit	steady
modern	advances	traverse	makeup

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.

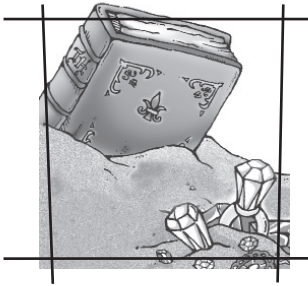
6. The assembly of teachers included people from all across the country. *Assembly* means—
- a. mission.
  - b. herd.
  - c. presentation.
  - d. group.



- 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"><li>- How many points did you earn today?</li><li>- How well did you use the team cooperation goal and behavior?</li><li>- How can you earn more points?</li></ul>

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

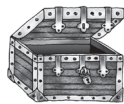
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**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 scientists study quasars?

### 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 objects in space. We learned a little about our own galaxy, the Milky Way. Our solar system is just a part of this big group of stars, comets, asteroids, and dust that is about 13 billion years old. If you look toward the constellation Sagittarius, you are looking toward the center of our galaxy. There are a lot of stars that could be as tiny as neutron stars or as big as supergiants. Stars are very far away, so it takes their light a long time to reach Earth. Stars may have died in supernova thousands of years ago, but we still see them shining. Quasars and pulsars are like stars, but different. Quasars are much older and give off more energy. Pulsars pulsate energy instead of letting it go steadily.**

- 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 84 aloud. Remind students that you identified the main idea from the page on day 2 and put it on the idea tree. Identify supporting details, and add them to your idea tree as you reread. For example, black holes form when stars collapse.

A Collection of Readings,  
page 84

#### **Holes in space?**

Like Earth, everything in space has some amount of gravity. Gravity is what holds each star and planet together and what makes things stay on the surface of planets. If Earth had no gravity, everything would float off it, including buildings, trees, people, and dirt...everything! That's how gravity works.

Some objects in space have very, very strong gravity. Sometimes, the gravity is so strong that the object (often a star) collapses in on itself. When this happens, the force of the collapse pulls in everything around the star. It even pulls in light! This creates one of the most amazing things in all of space: the black hole.

*(continued on the next page)*

Black holes are giant holes in space that nothing nearby can escape. Planets can't escape. Stars can't escape. Not even light can escape the pull of a black hole. You can't see black holes, so how do we know they exist? First, black holes are massive, or heavy. Scientists can find objects that are really heavy because their gravity affects other things. Unlike massive stars, black holes don't shine. When scientists notice the effect of a massive object on other things, but they can't see the object, they assume they have found a black hole.

Second, scientists are sometimes lucky enough to see a star being eaten by a black hole! They might notice a lot of radiation coming out of an area in the sky near a star. Have you ever had a broken bone X-rayed? Stars emit a lot of X-rays when they get trapped by black holes. Scientists hope to someday have better ways of viewing black holes.

**When we read this section the first time, I recorded the main idea, black holes, on the idea tree. Now we'll use the important ideas on the idea tree to write a summary of this 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 would want me to think are important. I know I need to include my main idea. I also need to identify the most-important details. When I check my details, it looks like they are all important. Circle all of your details. I'll include all of them in my summary.**

- Share an example of a summary that is based on the information you circled on the idea tree. See the sample below.

Black holes are holes in space. A star collapses, which makes it pull in everything around it, including light. Scientists can see how the gravity of a black hole affects other objects in space. They can also see X-rays released by stars that are affected by black holes.

### **Preview Team Talk**

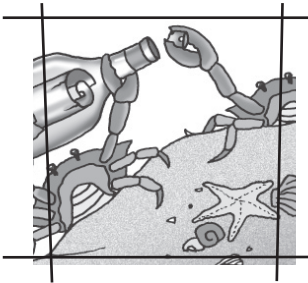
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page S-27

### Team Talk

- What do you think Neil Armstrong meant when he said, “That’s one small step for a man, one giant leap for mankind”? |DC|
- How are unmanned spacecraft different from manned spacecraft? |CC|
- Which of the following is a question the author wants answered by scientists? |QU|
  - Is there life elsewhere out there?
  - How do you use a telescope to study space?
  - When can regular people take a trip into space?
  - Will we ever land on Venus?
- Use information from your idea tree to write a summary of this cycle of *Beyond the Sky: The Solar System, Deeper Space, and the Scientists*. (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 85–88 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 do you think Neil Armstrong meant when he said, “That’s one small step for a man, one giant leap for mankind”? |DC|

**100 points** = *When Neil Armstrong said, “That’s one small step for a man, one giant leap for mankind,” I think he meant that it wasn’t a large step for him to touch the moon, but it was a great effort to put a man on the moon. It took a lot of work to build a spacecraft to travel to the moon.*

**90 points** = *When Neil Armstrong said, “That’s one small step for a man, one giant leap for mankind,” I think he meant that it wasn’t a large step for him to touch the moon, but it was a great effort to put a man on the moon.*

**80 points** = *It was a great effort to put a man on the moon.*

2. How are unmanned spacecraft different from manned spacecraft? |CC|

**100 points** = *Unmanned spacecraft are different from manned spacecraft because there are no people onboard the unmanned spacecraft. Scientists can control the spacecraft from Earth. Manned spacecraft need people to do the work on them.* **90 points** = *Unmanned spacecraft are different from manned spacecraft because there are no people onboard the unmanned spacecraft. Manned spacecraft need people to do the work on them.*

**80 points** = *There are no people onboard the unmanned spacecraft.*

3. Which of the following is a question the author wants answered by scientists? |QU|

- Is there life elsewhere out there?*
- How do you use a telescope to study space?*
- When can regular people take a trip into space?*
- Will we ever land on Venus?*

4. Use information from your idea tree to write a summary of this cycle of *Beyond the Sky: The Solar System, Deeper Space, and the Scientists*. (Write-On) |SU|

**100 points** = *There are many interesting objects in our galaxy. There are small planets, such as Pluto, Ceres, and Eris, that are dwarf planets. The galaxy itself is a huge collection of stars and other objects. Stars come in a variety of sizes. They are so distant from us that we still receive light from stars that have exploded. Quasars and pulsars are like stars, but different. Scientists study them to learn more about the universe. Black holes happen when stars collapse and create holes in space. We have explored space with unmanned and manned spacecraft. Scientists continue to discover new things about our universe.* **90 points** = *There are many interesting objects in our galaxy. There are dwarf planets such as Pluto, Ceres, and Eris. Our galaxy is a huge collection of stars and other objects. Stars come in a variety of sizes and ages. We still receive light from stars that have exploded. Quasars and pulsars are like stars, but different. Black holes happen when stars collapse. We have explored space with unmanned and manned spacecraft. Scientists continue to discover new things.* **80 points** = *There are many interesting objects in our galaxy. There are dwarf planets. Stars come in a variety of sizes and ages. Quasars and pulsars are like stars, but different. Black holes happen when stars collapse. We have explored space with spacecraft.*

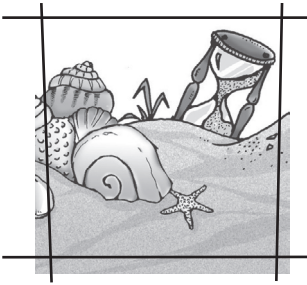
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

**Class Discussion TP**



Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>	
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	Team Talk Extenders	<p>How do you think early cosmonauts and astronauts, such as Yuri Gagarin and Neil Armstrong, felt about going up into space? Explain.</p> <p>Why do you think scientists originally sent animals, such as dogs and chimpanzees, into space for short flights? Do you think this was fair?</p> <p>Do you think you would like to have a career in astronomy or be an astronaut? Why or why not? What would you be interested in studying?</p>
	<ul style="list-style-type: none"> <li>– Award team celebration points.</li> <li>– Allow students time to discuss their summaries.</li> <li>– Use <b>Random Reporter</b> to select students to share their summaries.</li> </ul>	
Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> 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.</li> <li>– Award team celebration points.</li> <li>– 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.</li> </ul>	





## FLUENCY IN FIVE **TP**

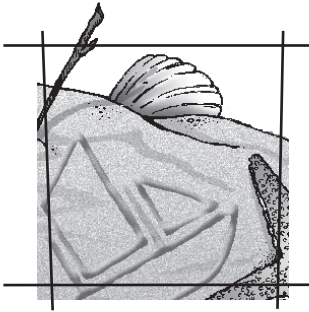
Timing Goal: 5 minutes

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

Student Edition, page S-25

**Page 85 (paragraphs 2 and 3), 83 (paragraphs 1 and 2), or 87 (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



**Preparation:** Display the Word Power Challenge.

- Remind students of the Word Power skill (contractions) and the Word Treasure clue that Captain Read More uses for contractions (a sailboat with two overlapping sails, the scrubber, and the patch).
- Display the Word Power Challenge. Tell students that they will work in **Team Huddle** to read the sentences, concentrating on the underlined words.

## Word Power Challenge

I'll give my mother a call to see whether I can spend the night at Mona's tonight.

I shouldn't complain that there is nothing to do because I have a lot of books to read.



- Use **Random Reporter** to choose a student to read each sentence aloud and to break down the contractions [I'll = I + will; shouldn't = should + not].
- 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-28

## 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 letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. I've I + ' ~~have~~

2. it'll it + ' ~~will~~

3. what'll what + ' ~~will~~

4. aren't are + ' ~~not~~

Building Meaning			
assembly	appears	transmit	steady
modern	advances	traverse	makeup

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

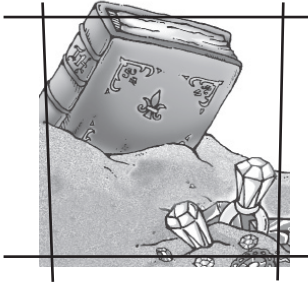
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

The cruise ship will traverse the ocean for its passengers' vacation pleasure.

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>

**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.

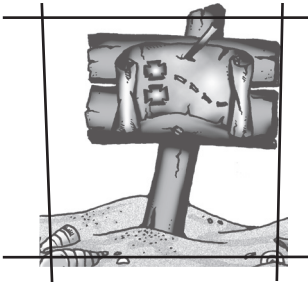
**Today you will read about asteroids and comets. These are some of our neighbors in space.**

**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**

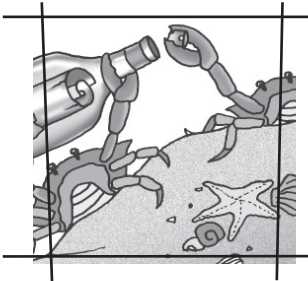
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they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

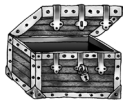
### Team Discussion **TP**

- 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.

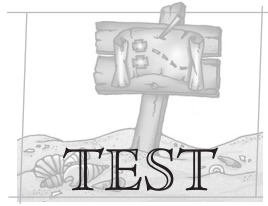


**Class Discussion TP**

- 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"> <li>- How many points did you earn today?</li> <li>- How well did you use the team cooperation goal and behavior?</li> <li>- How can you earn more points?</li> </ul>



## Test Passage

**Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.**

### Space Rocks and Dirty Snowballs

Our solar system is made up of more than just the sun and planets. Two other objects in the solar system are asteroids and comets. These also orbit our sun, but in very different ways.

Asteroids are chunks of rock that may have formed when the solar system was being born. Most of these rocks exist in the asteroid belt between Mars and Jupiter. Most are too small to see with the naked eye. Giuseppe Piazzi spotted the first one in 1801 and named it Ceres. Ceres is so large that it's considered a dwarf planet.

Comets are balls of ice that orbit the sun. They come from a cloud of dust outside our solar system called the Oort cloud. As a comet gets close to the sun, melting ice and dust create a tail that flows away from the comet's center. Some comets fly by Earth regularly. Comet Halley has been recorded since 240 BCE. It returns about every seventy-six years. Meteor showers are caused by comets. They happen when Earth passes through the dust from a comet's tail.

Sources: [starchild.gsfc.nasa.gov/docs/StarChild/solar\\_system\\_level2/comets.html](http://starchild.gsfc.nasa.gov/docs/StarChild/solar_system_level2/comets.html)

[nineplanets.org/asteroids.html](http://nineplanets.org/asteroids.html)

[nineplanets.org/comets.html](http://nineplanets.org/comets.html)

[nineplanets.org/halley.html](http://nineplanets.org/halley.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 asteroids and comets. I know this is the topic because the words asteroid and comet appear in the passage a lot. I learn that they are two of our neighbors in the solar system.* **15 points =** *The topic of this text is asteroids and comets. I know this is the topic because the words asteroid and comet appear in the passage a lot.* **10 points =** *It is about asteroids and comets. Those words appear in the passage.*

**30 points**

2. What is the author's intent? |AP|
- to teach the reader how to identify comets in space
  - to persuade the reader to study more about asteroids
  - to inform the reader about two more objects in the solar system*
  - to entertain the reader with stories about Greek and Roman gods

How do you know?

**20 points** = *I know this is the author's intent because I learn information about asteroids and comets. I learn what they look like or how they form. I learn about where they are in the solar system. The author does not try to entertain or persuade me or tell me how to identify comets.* **15 points** = *I know this is the author's intent because I learn information about asteroids and comets. I learn what they look like or how they form.* **10 points** = *I learn information about asteroids and comets. I learn what they look like or how they form.*

**20 points**

3. Why do you think it took until 1801 to spot an asteroid? |DC|

**20 points** = *I think it took until 1801 to spot an asteroid because most are too small to see. You can't see them with the naked eye like many of the planets. People needed telescopes to spot asteroids.* **15 points** = *I think it took until 1801 to spot an asteroid because most are too small to see. You can't see them with the naked eye like many of the planets. People needed telescopes to spot asteroids.* **10 points** = *People needed telescopes to spot asteroids.*

**20 points**

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

**20 points** = *Asteroids and comets are part of our solar system. Asteroids are rocks that did not form into a planet. Most are tiny and can be found floating between Mars and Jupiter. Comets are balls of ice and dust that pass by the sun. They form tails as they get near the sun. Some have regular orbits. Meteor showers are caused by comets.* **15 points** = *Asteroids and comets are part of our solar system. Asteroids are rocks that did not form into a planet. Most are found floating between Mars and Jupiter. Comets are balls of ice and dust that pass by the sun. Some have regular orbits. Meteor showers are caused by comets.* **10 points** = *Asteroids and comets are part of our solar system. Asteroids are rocks that did not form into a planet. Most float between Mars and Jupiter. Comets are balls of ice and dust that pass by the sun. Some have regular orbits.*



## 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 letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

**5 points**      1. couldn't    *could + not*    '

**5 points**      2. she'll    *she + will*    '

**5 points**      3. he's    *he + is*    '

**5 points**      4. hasn't    *has + not*    '

### Building Meaning

assembly	appears	transmit	steady
modern	advances	traverse	makeup

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

**10 points** = *Old computers were huge machines that could only do a few things, but modern computers are small enough to fit in your pocket and play interesting games.* **5 points** = *Old computers were huge machines that could only do a few things, but modern computers are small.* **1 point** = *Old computers were huge, but modern computers are small.*

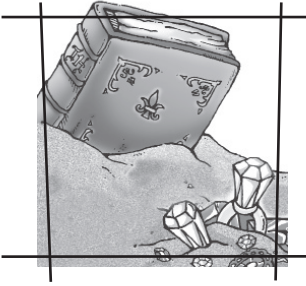
**10 points**      6. I wished the boat were steady, but waves rocked it back and forth violently.

**10 points**      7. There is a beautiful view from the top deck of the boat as you traverse the lake. *Traverse* means—

- a. dig.
- b. drain.
- c. cross.
- d. freeze.

**10 points**      8. The makeup of our soccer team is really interesting because the kids come from different parts of the city and even from all over the world.

- 10 points**      9. That dog appears to be really unfriendly, but he's actually very sweet tempered. *Appears* means—
- acts.
  - seems*.
  - pretends.
  - barks.
- 10 points**      10. An assembly of neighbors discussed the new traffic rules for driving through the streets.
- 10 points**      11. Advances in cars make them safer and cleaner than ever to drive. *Advances* means—
- failures.
  - improvements*.
  - disappointments.
  - stops.
- 10 points**      12. Instead of writing letters, campers today can transmit messages home using computers or cellular phones.

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

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**Set the Stage**

- Introduce the writing goal.

**Today you will write a newspaper article about the discovery of a new planet in our solar system. Pluto was discovered in 1930 and was the ninth planet in our solar system until 2005, when another mysterious planet was spotted beyond it. Due to the discovery of this new planet, a debate was sparked, and Pluto, the new planet named Eris, and a large asteroid named Ceres were all reclassified as dwarf planets because of their size.**

**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 newspaper article.

**Newspapers are a good way to get information about a lot of things. Reporters not only report on local, state, national, and international events, but on scientific discoveries as well. You might ask, “Why should I read a newspaper when I can watch the news on television?” Well, newspapers have the time and space to provide a lot more details about a story than television. You might hear about a story on television and learn more details from a newspaper article on the same story later. You do not even need to buy a newspaper or have it delivered to your home. Most major newspapers put their stories on the Internet for people all around the world to read.**

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

Blackline master provided.

April 1, 2011

### Archaeologist Stumbles on Clumsy Civilization

By Rohan Patel

Archaeologists from Medfield College unearthed evidence of an ancient civilization on a small island off the coast of Italy last week. The scientists were digging for artifacts of the Roman Empire when they discovered a wall buried beneath the dirt, a worker said.

Dr. Scott, the archaeologist in charge of the dig, said he was surprised by the scientists' find. He explained that they initially thought the wall would date to the Roman Empire, but testing on paint pigments used in the wall's mural predated both the Roman and Greek empires.

"This could be a major find in terms of understanding how different groups of people came to power as Europe was populated,"

Dr. Scott explained.

Dr. Scott and his fellow archaeologists believe the civilization may have been short-lived. As they have studied the mural on the sunken wall, they have noticed that the pictures tell a story of people acting clumsily.

"The mural shows people tripping over chairs and animals, falling into holes, and hurting themselves with simple farming tools," Dr. Scott explained. "We have never seen anything like this on a mural before."

Dr. Scott and his team believe the civilization's clumsiness could explain why it was a short-lived civilization and undiscovered until now.



- Tell students that a newspaper article should first identify the 5 Ws of news. Use **Team Huddle** to have students identify the 5 Ws and 1 H in the article. Use **Random Reporter** to select students to share.

**The most-important thing a newspaper article does is inform readers of the 5 Ws and 1 H of news. The 5 Ws and 1 H answer the questions Who? What? When? Where? and Why? This is the information that readers most want to know. For this reason, most of the 5 Ws and 1 H are answered in the first one or two sentences of the article. What are the answers to the 5 Ws and 1 H in the sample article? *Who: archaeologists from Medfield College; what: discovered an unknown ancient civilization; when: last week; where: a small island near Italy; why/how: They were digging for Roman artifacts. Great! These are all answered in the first paragraph of the story. This is called the lead paragraph.***



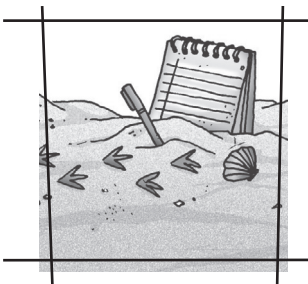
- Explain to students that the questions Why? and How? are often interchangeable in an article.
- Point out to students that after the lead paragraph, a newspaper article provides readers with more information about the main idea. Use **Think-Pair-Share** to have students identify other important information in the article. Randomly select a few students to share. *The civilization existed before the Roman and Greek empires. The wall has a mural on it.*

*The mural shows people doing clumsy things. The civilization may have been short-lived because the people were clumsy.*

- Point out the parts of a newspaper article to students.

**All newspaper articles need certain things. First, a newspaper article should have a date.** Point to the date on the overhead. **The date shows when the story was published. Readers can figure out how old the news is by looking at the date.** Next, **an article needs a headline.** Point to the headline on the overhead. **The headline should be informative and catchy. It is one of the first things people notice about an article, and if they are not interested in the headline, they will not read the rest of the article.** After that comes the **byline.** Point to the byline on the overhead. **A reporter wants to be recognized for his or her work, just like the author of a book. This is where the reporter writes his or her name.** The last thing an article needs is a **lead paragraph.** Point to the lead paragraph on the overhead. **I have already mentioned why this is important to a newspaper article. Also, take a look at the size of the paragraphs in the sample article. Newspaper articles have short paragraphs. They may only be two or three sentences long. You will follow this format as you write your article today.**

- Tell students they will use the 5 Ws and 1 H and the format for writing a newspaper article today as they write about the discovery of a new planet.



## ADVENTURES IN WRITING

Timing Goal: 65 minutes

### Planning

- Introduce the activity.

**Remember that today you will write a newspaper article about the discovery of a new planet in our solar system. Usually reporters get the information for their articles from good sources, but you will have to make up the details about the new planet for your article.**



- 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

What if someone discovered a new planet today? Write a brief newspaper article announcing the discovery. Your article must answer the 5 Ws and 1 H. Think about the following questions that your article should answer: Who discovered it? When was it discovered? Where is the planet, or where did the discovery take place? What is the planet called? Why is it called that? And how was it discovered? Provide at least two other details about the newly discovered planet. Remember to give your article an attention-grabbing headline and to use the correct newspaper article format (a date, a headline, a byline, a lead that answers the 5 Ws and 1 H, and short paragraphs).

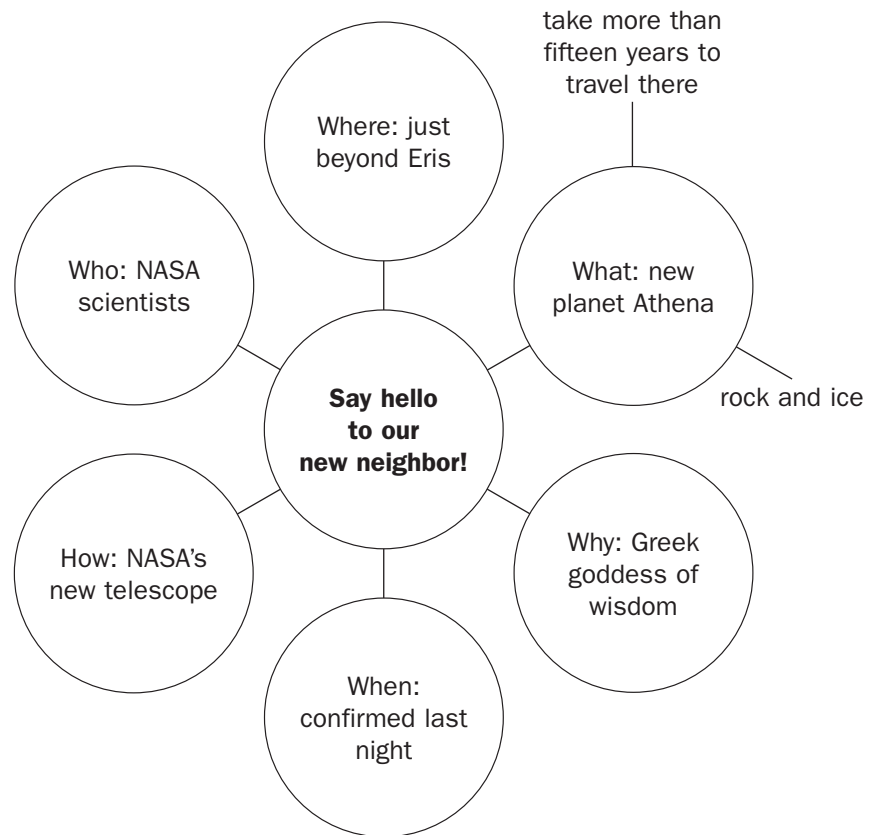
### Scoring Guide

Your article answers the 5 Ws and 1 H of the story.	<b>10 points each (60 points maximum)</b>
You provide at least two other details about the new planet in your story.	<b>10 points each (20 points maximum)</b>
Your article has an attention-grabbing headline.	<b>10 points</b>
Your article is written in the correct format (a date, a headline, a byline, a lead that answers the 5 Ws and 1 H, and short paragraphs).	<b>10 points</b>

- 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 newspaper articles.**

- 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 writing an attention-grabbing headline with students.

**Remember that the headline is usually the first thing someone notices about an article, especially if there is no picture with it. Headlines are written in big, bold print in newspapers for a reason. The newspapers want you to see the headlines and become interested in the articles. You are more likely to buy a newspaper if you see an interesting headline on the front page than if you see something boring!**

- Display the following list of possible headlines.

Blackline master provided.

A new planet has been discovered.  
 Say hello to our new neighbor!  
 Eleventh Planet Joins Solar System  
 Athena joins the ranks of the planets.  
 Scientists Find New Planet



- Tell students to discuss in their groups which headlines seem the most interesting and attention grabbing and why. Use **Random Reporter** to share responses. *(Answers may vary.) The second and fourth headlines are interesting. The second headline is funny. We want to find out who the neighbor is. The fourth headline makes us curious about where the new planet came from.*



- Use **Team Huddle** to have students identify which headlines seem dull and uninteresting and why. Use **Random Reporter** to select students to share. *(Answers may vary.) The first and fifth headlines are boring. They just say there is a new planet. They are not funny. They do not have any information.*
- Point out that headlines can be funny, informative, or both.
- Tell students that as they write their headlines, they should think about what would grab their interest if they were looking at a newspaper.
- 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.
- Point out to students that the capitalization rules for a headline are similar to the rules for capitalizing a book title.

**A headline is really the title of a story. It follows the same rules of capitalization as the title of a book. The first letter in a word should be capitalized. Small words such as *the*, *it*, or *and* should not be capitalized.**

- Display the list of possible headlines again to show students how headlines should be capitalized.
- Tell students to check their headlines for correct capitalization.
- 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.

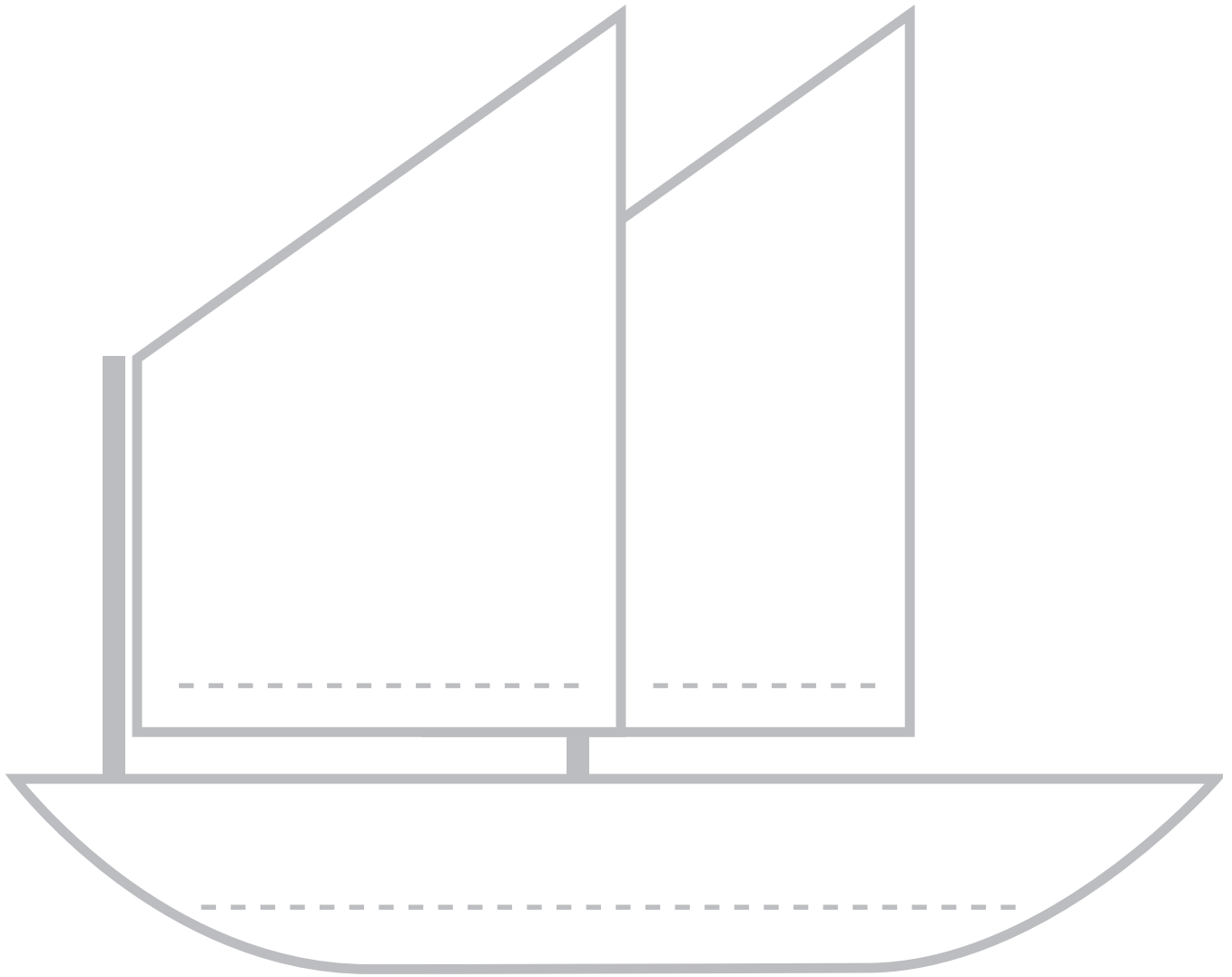
Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> <li>- What is your team celebration score?</li> <li>- How well did you use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

Jupiter is the largest planet, and it is named for the king of the Roman gods.

The Great Red Spot is a storm larger than Earth.

It's 550 million kilometers from Earth.

It's the fastest-spinning planet.



April 1, 2011

## Archaeologist Stumbles on Clumsy Civilization

By Rohan Patel

Archaeologists from Medfield College unearthed evidence of an ancient civilization on a small island off the coast of Italy last week. The scientists were digging for artifacts of the Roman Empire when they discovered a wall buried beneath the dirt, a worker said.

Dr. Scott, the archaeologist in charge of the dig, said he was surprised by the scientists' find. He explained that they initially thought the wall would date to the Roman Empire, but testing on paint pigments used in the wall's mural predated both the Roman and Greek empires.

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Dr. Scott and his fellow archaeologists believe the civilization may have been short-lived. As they have studied the mural on the sunken wall, they have noticed that the pictures tell a story of people acting clumsily.

“The mural shows people tripping over chairs and animals, falling into holes, and hurting themselves with simple farming tools,” Dr. Scott explained.

“We have never seen anything like this on a mural before.”

Dr. Scott and his team believe the civilization’s clumsiness could explain why it was a short-lived civilization and undiscovered until now.

A new planet has been discovered.

Say hello to our new neighbor!

Eleventh Planet Joins Solar System

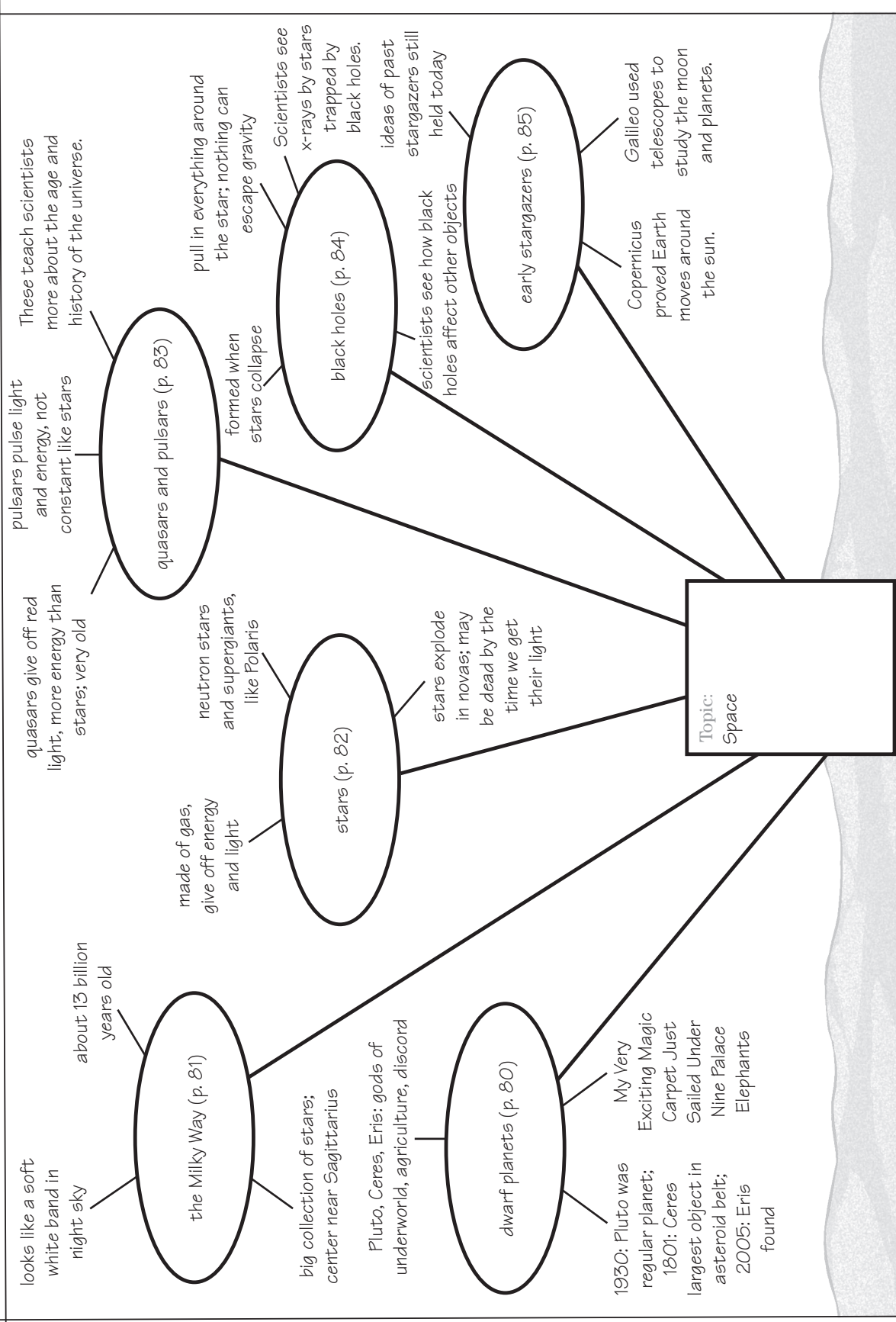
Athena joins the ranks of the planets.

Scientists Find New Planet

# Idea Tree



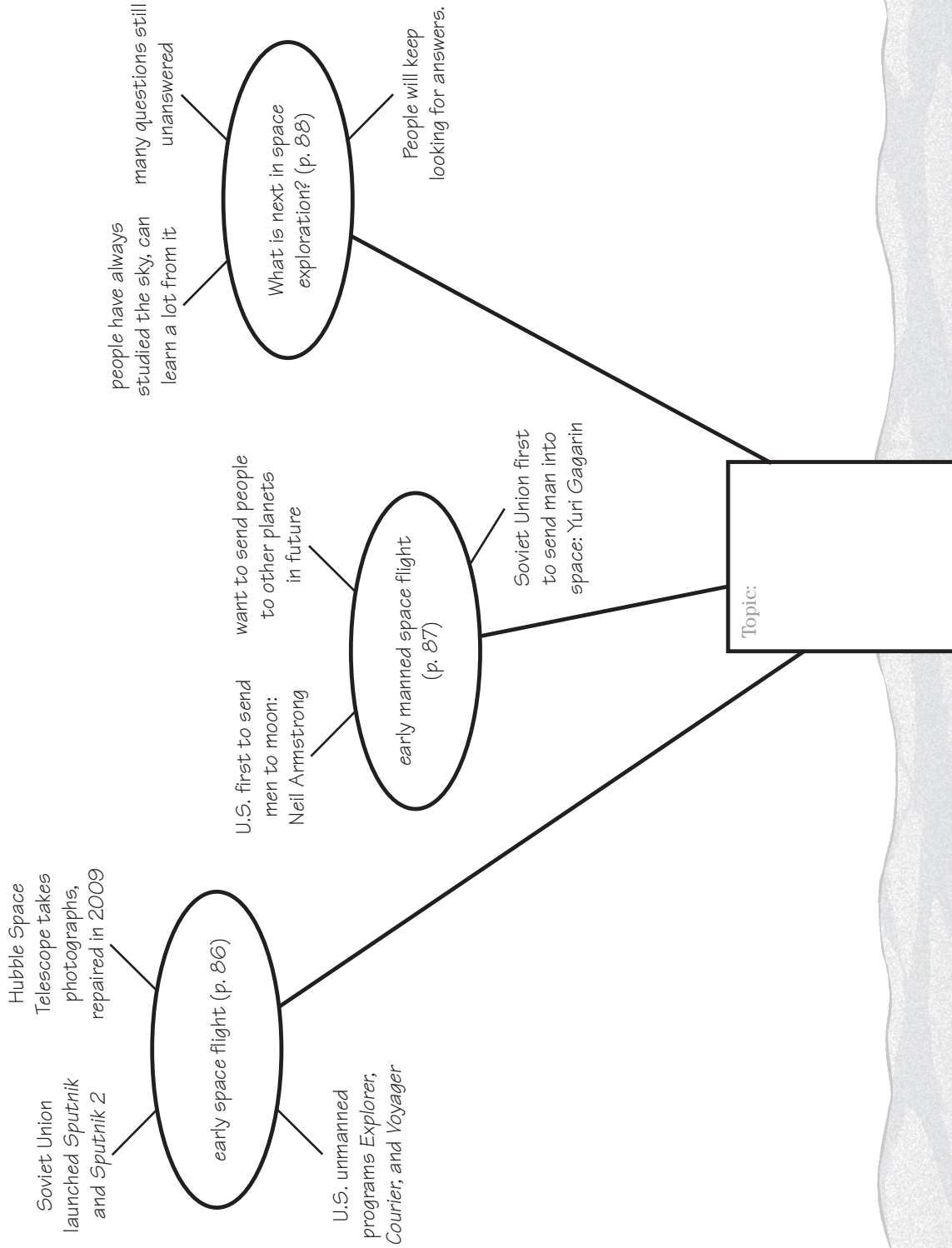
Beyond the Sky: The Solar System, Deeper Space, and the Scientists, cycle 2  
**Title:**



# Idea Tree



Beyond the Sky: The Solar System, Deeper Space, and the Scientists, cycle 2, cont.  
**Title:**





## 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 4 / *Beyond the Sky: The Solar System, Deeper Space, and the Scientists*

#### **English Language Arts Standards: *Reading: Informational Text***

##### **Key Ideas and Details**

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

#### **English Language Arts Standards: *Language***

##### **Vocabulary Acquisition and Use**

L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

#### **English Language Arts Standards: *Writing***

##### **Text Types and Purposes**

W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.







# Table of Contents

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Beyond the Sky: The Solar System, Deeper Space, and the Scientists..... S-19



# Summarizing at the *S.H.O.R.T. School News*

## DAY 1

Team Talk

1. What is the problem with the review the students submitted?
2. What is a summary?
3. What are the story elements?
4. What tools does the *S.H.O.R.T. School News* staff use to create a summary? How are they used? (Write-On)

### Editor's Challenge

Mingo, Alicia, Elinor, and Lee had trouble picking out what was important for their book review. Maybe they thought that everything was important, and that's why they included too much information. Mica and Radford want to see how skilled you are at identifying what is important. Radford recently went to his friend Edgardo's birthday party. He has written about the party. I'd like you and your partner to take turns reading the story and then make a list of the things you think would be important to tell one of your friends about the party.

## DAY 2

Team Talk

1. What was the most difficult part of retelling page 2? Why?
2. How does your retell compare with Elinor and Lee's?
3. What did your partner do to help you with steps 1, 2, and 3 on your strategy card? (Write-On)

### Editor's Challenge

Mica and Radford have given us a challenge to see if you're getting the hang of retelling. They know that sorting what's important from what's not important takes judgment. They would like you and your partner to read the story *Making the Team* and use your judgment to decide what should be included and what could be left out of your retell. There are two parts to the story, so you can both practice retelling. List the important events or ideas in your journal. Remember to use your strategy card to guide you!

**DAY 3**

Team Talk

1. How does Lee determine who the main characters are?
2. How do the S.H.O.R.T. School team members resolve a disagreement about whether an idea is important or not?
3. You read and retold pages 3 and 4 of the story with your partner. Did you and your partner agree on the important events or ideas? What did you disagree on? How did you resolve your differences? (Write-On)

**Editor's Challenge**

During your retell of *Making the Team*, you identified what you thought was important to the story. Today I would like you and your partner to use your Summarizing Strategy Card as a guide and identify the story elements in *Making the Team*. You'll also need the list your team made of important events or ideas.

**DAY 4**

Team Talk

1. Do your team's notes look similar to those of the S.H.O.R.T. School team? Do you think there are any important events or ideas they did not include? If so, what are they?
2. Mingo helped clarify for the team what the phrase the "bell of the trumpet" means. Why is it important to continue to clarify before you summarize?
3. What strategies are you learning that help you to summarize when you read silently? (Write-On)

**DAY 5**

Team Talk

1. What is the purpose of a story map?
2. Why can an event or idea seem important at the beginning of a story but less important after you read the whole story?
3. What were the challenges of filling in a story map? Did you eliminate any events or ideas that were in your notes? (Write-On)

**Editor's Challenge**

Mica and Radford think that their "success story" might be featured in a *S.H.O.R.T. School News* column about students who are proud of making a team. They're thinking about calling this column Students Make the Team and Teams Make the Students. But they need your help to write the first article. The first step will be for you and your partner to review the notes your team made on the story elements in *Making the Team*. Would you change anything on the list—add anything or eliminate anything? Use your judgment to decide.



**DAY 6**

Team Talk

1. How did your story map compare with the map that the S.H.O.R.T. School students created?
2. Do you think filling in a story map made writing the summary easier? Why or why not?
3. What was the hardest part about writing the summary? What advice do you have for students who are writing their first summary? (Write-On)

**DAY 7**

Team Talk

1. How would you compare and contrast your summary with the summary that Mingo, Alicia, Elinor, and Lee wrote?
2. Evaluate the summary written by Mingo, Alicia, Elinor, and Lee. Is it longer or shorter than you think it should be? Does it include the important information? Are there any less-important details included?
3. How can working with a team help you write a summary? (Write-On)

## Editor's Challenge

Radford and Mica are excited to find out how well you can summarize *Making the Team* for their column, *Students Make the Team and Teams Make the Students*. They've even sent a blank page from the *S.H.O.R.T. School News* just for your summary! You'll need your story map for *Making the Team*. With your partner, review the story map, and decide if you would make any changes and why.

**DAY 8**

Team Talk

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



## Aaron Burr and the Stable Boy

Word	Identification Strategy	Definition	Sentence
<b>caressed</b>	base word + ending	lightly touched, patted	I softly <i>caressed</i> the fur of the sleeping puppy.
<b>resided</b>	base word + ending	lived in	Last year, I <i>resided</i> in Utah, but I moved to Arizona in June.
<b>gingerly</b>	gin- = /jin/ -ger- = /jer/ base word + ending	softly, with great care	The thief walked <i>gingerly</i> past the sleeping guard.
<b>displeasure</b>	prefix + base word	anger	Ming knew she'd see <i>displeasure</i> on her dad's face when he saw the broken window.
<b>spectacular</b>	chunk	amazing, great	The fireworks show was so <i>spectacular</i> that Jung was talking about it for days.
<b>asset</b>	chunk	a good thing to have	Strength is an <i>asset</i> if you want to be a good bodybuilder.
<b>options</b>	base word + ending	choices	Getting a good education gives you more <i>options</i> for careers.
<b>present</b>	pre- = /pree/ chunk	show, give	Imbal couldn't wait to <i>present</i> her straight-A report card to her parents.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 26 (paragraphs 4–6)	Page 26 (paragraphs 4–6) or 30 (paragraphs 1–5)	Page 26 (paragraphs 4–6), 30 (paragraphs 1–5), or 34 (paragraphs 1–3)

**DAY 1**

Team Talk

1. Which of the following best describes where Mr. Burr is located?
  - a. on his way to the stables to visit John
  - b. on his way to be vice president in Washington, D.C.
  - c. on the road to being elected president
  - d. on the road between Washington, D.C. and his home
2. How can you tell that John respects his employer, Aaron Burr?
3. Why does John prefer to stay in the stable instead of the house?
4. Choose the best list of important events for pages 23 and 24 of the story.

List A

- a. John works in the stable.
- b. He enjoys his life.
- c. Mr. Burr will arrive soon.
- d. John has a lot of work to do.

List B

- a. The sun creeps through the window.
- b. John works in the stable.
- c. The horses' names are Chickasaw and Mohican.
- d. John eats breakfast.

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

**DAY 2**

Team Talk

1. Why does Mohican jerk his foreleg away?
2. How can John tell that Mohican's leg is better? Support your answer.
3. How does the mood of the section change from the beginning to the end?
4. Choose the best list of important events for pages 26 and 27 of the story.

List A

- a. John roots through the pantry.
- b. He fills the pail with water.
- c. He cleans and bandages Mohican's wound.
- d. Mohican snorts.

List B

- a. John gathers supplies.
- b. He cleans and bandages Mohican's wound.
- c. He tests Mohican's leg.
- d. Mohican gets better.

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

Skill Practice

1. Read the following sentence.  
 Although it can be hot during the day in the desert, it can get very cold at night.  
 Which of the following sentences uses *desert* the same way?

- Roni deserted his friends as soon as he heard a scary knocking.
- It is against the law to desert the army.
- The streets of the city were deserted after the mayor ordered people to stay inside for safety.
- Antarctica is actually a desert because it gets less than ten inches of water each year.

2. Read the following sentence.  
 A good singer with a high-pitched voice can fragment a glass into tiny pieces.  
 Which of the following sentences uses *fragment* the same way?

- A fragment of sand got into my camera, and it no longer works.
- The wrecking ball fragmented the concrete wall into small chunks of rock.
- Learning to add and subtract is only a fragment of the skills students learn in math.
- Fragments of the skeleton were missing, so scientists had to guess how the bones fit together.

Building Meaning

caressed	resided	gingerly	displeasure
spectacular	asset	options	present

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.  
 Having an open mind is an \_\_\_\_\_ if you want to solve difficult problems.

**DAY 3**

Team Talk

1. Which of the following means about the same as *modest* on page 30?
  - a. angry
  - b. kind
  - c. proud
  - d. humble

What evidence do you have to support your answer?

2. Explain why Mr. Cherrybond offers John a new job.
3. Do you think John will take the new job? Support your prediction with evidence from the story.
4. Choose the best list of important events for pages 30 and 31 of the story.

List A

- a. Mr. Cherrybond is impressed by John's work.
- b. He tells John that he thinks John is very loyal.
- c. He offers John a promotion.
- d. John is excited.

List B

- a. John ties Mr. Cherrybond's horse to a hitching post.
- b. The two go into the stable.
- c. Mr. Cherrybond offers John a promotion.
- d. John asks, "Indeed, sir?"

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

Skill Practice

1. Read the following sentence.

I heard a loud snap as a tree branch fell off the tree because of the heavy snow.

Which of the following sentences uses *snap* the same way?

- a. The lion tamer snapped the whip to get the lion to jump on the podium.
- b. We liked the restaurant because it had snappy service, even on busy nights.
- c. The carrot was so fresh you could hear a snap when it was bent slightly.
- d. The toddler was too small to snap the buttons on her coat.

2. Read the following sentence.

The deer cleared the fence with an easy, graceful bound.

Which of the following sentences uses *bound* the same way?

- a. The nurse bound my finger with gauze and tape after I cut it.
- b. The evil villain bound the hero's love with rope when he kidnapped her.
- c. The squirrel bounded through the trees as it looked for nuts to eat.
- d. A day off from school is bound to happen if we get several inches of snow.

Building Meaning	caressed	resided	gingerly	displeasure
	spectacular	asset	options	present
<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. Marco felt <u>displeasure</u> when he saw that someone had scratched his car. <i>Displeasure</i> means—</p> <ol style="list-style-type: none"> <li>pleasure.</li> <li>anger.</li> <li>happiness.</li> <li>fear.</li> </ol>				

**DAY 4**

Team Talk	<ol style="list-style-type: none"> <li>Why do you think John decides to take the new job?</li> <li>Why do you think Mr. Cherrybond waits until after John’s decision to tell John that he can call him Wicks?</li> <li>What is the <b>last</b> thing John has to do as a stable boy?</li> <li>Choose the best list of important events for pages 34 and 35 of the story.                     <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>List A</p> <ol style="list-style-type: none"> <li>Mr. Cherrybond stands in the doorway of the stable.</li> <li>John tells Mr. Cherrybond he’ll take the job.</li> <li>Mr. Cherrybond shouts in joy.</li> <li>Mr. Cherrybond holds out his hand.</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <p>List B</p> <ol style="list-style-type: none"> <li>John tells Mr. Cherrybond he’ll take the job.</li> <li>John has one last job as a stable boy.</li> <li>Mr. Burr arrives.</li> <li>John runs out to meet Mr. Burr.</li> </ol> </td> </tr> </table> </li> </ol>		<p>List A</p> <ol style="list-style-type: none"> <li>Mr. Cherrybond stands in the doorway of the stable.</li> <li>John tells Mr. Cherrybond he’ll take the job.</li> <li>Mr. Cherrybond shouts in joy.</li> <li>Mr. Cherrybond holds out his hand.</li> </ol>	<p>List B</p> <ol style="list-style-type: none"> <li>John tells Mr. Cherrybond he’ll take the job.</li> <li>John has one last job as a stable boy.</li> <li>Mr. Burr arrives.</li> <li>John runs out to meet Mr. Burr.</li> </ol>
	<p>List A</p> <ol style="list-style-type: none"> <li>Mr. Cherrybond stands in the doorway of the stable.</li> <li>John tells Mr. Cherrybond he’ll take the job.</li> <li>Mr. Cherrybond shouts in joy.</li> <li>Mr. Cherrybond holds out his hand.</li> </ol>	<p>List B</p> <ol style="list-style-type: none"> <li>John tells Mr. Cherrybond he’ll take the job.</li> <li>John has one last job as a stable boy.</li> <li>Mr. Burr arrives.</li> <li>John runs out to meet Mr. Burr.</li> </ol>		
<p>Tell why you chose the list you did. Why is the other list not the best choice? (Write-On)</p>				

Skill Practice	<p>1. Read the following sentence.</p> <p>The bird scratched and picked in the <u>soil</u> to find a fat worm to eat.</p> <p>Which of the following sentences uses <i>soil</i> the same way?</p> <ol style="list-style-type: none"> <li>If you want to garden, you will need some good soil for planting seeds.</li> <li>The little boy soiled his good pants by dropping chocolate ice cream on them.</li> <li>The tablecloth was soiled when a glass of soda was spilled on it.</li> <li>Ink and paint soiled Marsha’s hands after she worked on her art project.</li> </ol> <p>2. Read the following sentence.</p> <p>“Can I <u>pin</u> this lost pet sign to your door?” the girl asked the store owner.</p> <p>Which of the following sentences uses <i>pin</i> the same way?</p> <ol style="list-style-type: none"> <li>I had to find a pin to hold the pieces of fabric together.</li> <li>I knocked down all the bowling pins with my lucky bowling ball.</li> <li>My mom’s favorite pin has tiny pearls on it.</li> <li>The scoutmaster will pin the badge on my uniform for everyone to see.</li> </ol>
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Building Meaning	caressed	resided	gingerly	displeasure
	spectacular	asset	options	present
	<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>I knew I’d never forget the _____ day I had at the park, playing all of my favorite games.</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 if 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><b>35 points</b></td> </tr> <tr> <td>The story leaves out less-important events and details.</td> <td><b>35 points</b></td> </tr> <tr> <td>The story is short enough to tell to a young child.</td> <td><b>20 points</b></td> </tr> <tr> <td>The story is written in complete sentences.</td> <td><b>10 points</b></td> </tr> </table>	The story includes all the important elements, and it makes sense.	<b>35 points</b>	The story leaves out less-important events and details.	<b>35 points</b>	The story is short enough to tell to a young child.	<b>20 points</b>	The story is written in complete sentences.	<b>10 points</b>
The story includes all the important elements, and it makes sense.	<b>35 points</b>								
The story leaves out less-important events and details.	<b>35 points</b>								
The story is short enough to tell to a young child.	<b>20 points</b>								
The story is written in complete sentences.	<b>10 points</b>								



## Aaron Burr and the Stable Boy

Word	Identification Strategy	Definition	Sentence
<b>potential</b>	chunk	possibility	“There is the <i>potential</i> for rain,” said the weatherman, “so you should carry an umbrella just in case.”
<b>slightest</b>	base word + ending	least, smallest	I hadn’t the <i>slightest</i> idea what the correct answer was, so I had no choice but to guess.
<b>remedy</b>	chunk	fix, solve	We had a problem, and nobody knew how to <i>remedy</i> it.
<b>confidence</b>	chunk	with full trust	Joe told Joanna something in <i>confidence</i> , so he was angry when she told someone else.
<b>publicly</b>	base word + ending	out in the open, not in secret	People often get embarrassed when strangers lose their tempers <i>publicly</i> .
<b>competent</b>	chunk	able, skilled	Everyone trusted the <i>competent</i> leader, who never made mistakes.
<b>dissuade</b>	chunk	change someone else’s mind, convince not to do something	Janie didn’t think skipping school was a good idea, so she tried to <i>dissuade</i> Betsy from doing it.
<b>regretfully</b>	base word + endings	sadly, with sorrow	I <i>regretfully</i> said good-bye to my friends when I moved away.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 44 (paragraphs 1–3)	Page 44 (paragraphs 1–3) or 48 (paragraphs 1–5)	Page 44 (paragraphs 1–3), 48 (paragraphs 1–5), or 51 (paragraphs 2 and 3)

**DAY 1**

Team Talk	<ol style="list-style-type: none"> <li>1. Why doesn't John understand Alexander Hamilton's opinion of Mr. Burr?</li> <li>2. According to Mr. Newton, how can you tell Mr. Burr has a bad temper?</li> <li>3. Which of the following will likely be a problem in this story?             <ol style="list-style-type: none"> <li>a. smudged silverware</li> <li>b. disagreements with Alexander Hamilton</li> <li>c. unpolished riding boots</li> <li>d. staff not doing their jobs properly</li> </ol> </li> <li>4. Write a summary of pages 40 and 41 using at least three important events from the story. (Write-On)</li> </ol>
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**DAY 2**

Team Talk	<ol style="list-style-type: none"> <li>1. Do you think Mr. Burr wants to be angry and treat his staff unfairly? How can you tell?</li> <li>2. Do you think things will keep getting better between Mr. Burr and his staff? Support your prediction with evidence.</li> <li>3. The last sentence in chapter 4 is an example of which literary technique?             <ol style="list-style-type: none"> <li>a. simile</li> <li>b. foreshadowing</li> <li>c. metaphor</li> <li>d. rhyme pattern</li> </ol> </li> <li>4. Write a summary of pages 44 and 45 using at least three important events from the story. (Write-On)</li> </ol>
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Skill Practice	<p><b>Write each word in your journal. Then write the base word and ending. Cross out any extra letters. Write a definition for each word.</b></p> <ol style="list-style-type: none"> <li>1. mildly                      2. fiercest</li> </ol>
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Building Meaning	potential	slightest	remedy	confidence
	publicly	competent	dissuade	regretfully
	<ol style="list-style-type: none"> <li>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</li> <li>4. Our soccer coach was extremely <u>competent</u> and could tell who was best for each position on the field. <i>Competent</i> means—             <ol style="list-style-type: none"> <li>a. unskilled.</li> <li>b. lazy.</li> <li>c. ignorant.</li> <li>d. able.</li> </ol> </li> </ol>			

## DAY 3

Team Talk	<ol style="list-style-type: none"> <li>How do Mr. Burr's actions show that he is angry?</li> <li>Which of the following best describes how John feels at the end of the section?             <ol style="list-style-type: none"> <li>worried</li> <li>excited</li> <li>pleased</li> <li>energetic</li> </ol> </li> <li>Use your knowledge of the story to make a prediction about how Mr. Burr will make Mr. Hamilton pay for his insult.</li> <li>Write a summary of page 48 using at least three important events from the story. (Write-On)</li> </ol>
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Skill Practice	<p><b>Write each word in your journal. Then write the base word and ending. Cross out any extra letters. Write a definition for each word.</b></p> <ol style="list-style-type: none"> <li>slenderest</li> <li>boastful</li> </ol>
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Building Meaning	potential	slightest	remedy	confidence
	publicly	competent	dissuade	regretfully
	<ol style="list-style-type: none"> <li>Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</li> <li>On television, the politician <u>publicly</u> announced that he wanted to run for president. <i>Publicly</i> means—             <ol style="list-style-type: none"> <li>behind closed doors.</li> <li>out in the open.</li> <li>in secret.</li> <li>only to his family.</li> </ol> </li> </ol>			

## DAY 4

Team Talk	<ol style="list-style-type: none"> <li>Why doesn't John think he can keep working for Mr. Burr?             <ol style="list-style-type: none"> <li>He doesn't want to go back to New York so soon.</li> <li>He doesn't think he's a very good personal assistant.</li> <li>He doesn't like taking care of Mr. Burr's finances.</li> <li>He doesn't know if he can trust someone who would duel.</li> </ol> </li> <li>How can you tell that John's father was very important to him?</li> <li>What can you tell about Mr. Burr from his response when John quits?</li> <li>Write a summary of pages 51 and 52 using at least three important events from the story. (Write-On)</li> </ol>
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<b>Skill Practice</b>	<p><b>Write each word in your journal. Then write the base word and ending. Cross out any extra letters. Write a definition for each word.</b></p> <p>1. shameful                      2. roughest</p>
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<b>Building Meaning</b>	potential	slightest	remedy	confidence
	publicly	competent	dissuade	regretfully
	<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>My dog always barked at the _____ noise, so we had to train her to be quiet.</p>			

**DAY 6**

<b>Writing Prompt</b>	<p>Pretend that you are John, and write a journal entry that summarizes your experiences as Aaron Burr’s personal assistant in Washington, D.C. Mr. Burr has kept you very busy, so you have not had time to write in your journal. Summarize at least five of the most-important events that have happened during your time in Washington, D.C. Think of the main ideas from this cycle’s reading. With your partner, decide on four or five of the less-important ideas 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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<b>Scoring Guide</b>	The journal entry includes at least five of the most-important ideas.	<b>40 points</b>
	The journal entry leaves out less-important ideas.	<b>20 points</b>
	The important ideas make sense when they are written together.	<b>20 points</b>
	The journal entry is in the correct format, which includes a date, greeting, body, and signature.	<b>20 points</b>

# 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 “Breeding Giant Pandas.”
3. Use the information you have written on your idea tree to write a brief summary of the section titled “Panda Cubs.” (Write-On)





## Beyond the Sky: The Solar System, Deeper Space, and the Scientists

Word	Identification Strategy	Definition	Sentence
<b>limits</b>	base word + ending	outer edges	The <i>limits</i> of the yard are marked with a bright fence.
<b>core</b>	blend	center	The <i>core</i> of the apple has seeds, and the skin is shiny and green.
<b>survive</b>	chunk	live	A camel can <i>survive</i> for days without water.
<b>proceed</b>	-c = /s/ chunk	continue with, keep going	After the interruption, we decided to <i>proceed</i> with the meeting so we could finish our work.
<b>dwarf</b>	blend	small	<i>Dwarf</i> rabbits make good pets because they are tiny and can fit in a cage.
<b>fitting</b>	base word + ending	appropriate, apt	“Happy” is a <i>fitting</i> nickname for Jolene, who is in a good mood all the time.
<b>notable</b>	base word + ending	worthy of mention	Our town is <i>notable</i> in the history of our state because it was an important trading center.
<b>determined</b>	base word + ending	decided, figured out	We <i>determined</i> how to find our friend’s apartment by looking at the map.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 76 (paragraphs 1 and 2)	Page 76 (paragraphs 1 and 2) or 74 (paragraphs 1 and 2)	Page 76 (paragraphs 1 and 2), 74 (paragraphs 1 and 2), or 79 (paragraphs 1–3)

### DAY 1

Team Talk

1. Which of the following is the most-important idea on page 72?
  - a. There are three dwarf planets in our solar system.
  - b. The sun is made up of gas, not crust or rock.
  - c. The heat and light of the sun come from its core.
  - d. The sun is the center of our solar system.

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

2. Why is Mercury so hot?
  - a. It is like a miniature star.
  - b. It travels right through the sun.
  - c. It creates a lot of heat in its core.
  - d. It is the closest planet to the sun.
3. How are Venus and Earth similar? How are they different?
4. Why do you think the Romans chose to name Venus after their goddess of love?

### DAY 2

Team Talk

1. Which of the following is the most-important idea on page 76?
  - a. Jupiter is the king of the planets.
  - b. The Great Red Spot is a storm.
  - c. It's 550 million kilometers from Earth.
  - d. It's the fastest-spinning planet.

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

2. According to the caption on page 77, what would happen if you put Saturn in a glass of water?
3. How do the caption and graphic of Uranus's poles and equator help you learn more about the planet?
4. What happened **after** *Voyager 2* flew by Uranus?
  - a. It flew by Neptune.
  - b. It returned to Earth.
  - c. It crashed into Pluto.
  - d. It stopped working.

**contact | corporal**

**contest**  
*n.* **1** a struggle for victory.  
 —*v.* **2** to argue against something.

**convince**  
*v.* to make someone go along with or believe.

**core**  
*n.* **1** the central part of some fruits. **2** the central part of a heavenly body. **3** the basic or central part of something.  
 —*v.* **4** to remove the middle from something, such as fruit.

**preach | project**

**preserve**  
*n.* **1** a fruit cooked into jam or jelly. **2** an area where fish or game are protected. —*v.* **3** to keep safe from injury or ruin. **4** to maintain or continue.

**proceed**  
*v.* **1** to come from a source. **2** to go forward or onward, advance.

**progress**  
*n.* **1** a movement toward a goal. **2** a gradual improvement.  
 —*v.* **3** to move toward a higher or more advanced stage.

**Skill Practice**

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

- What is the best definition of *contest* as it is used in the following sentence?  
 Midge wanted to contest her grade with her teacher because she believed an answer was marked incorrectly.
- What are the guide words for the page where you would find the word *preserve*?

**Building Meaning**

limits	core	proceed	survive
fitting	dwarf	notable	determined

- Choose a word from the vocabulary list, and write a meaningful sentence for that word.
- Choose the word that best fits in the blank.  
 Every day I did sit-ups to exercise my stomach muscles because the coach said my \_\_\_\_\_ had to be strong for me to be a strong runner.

**DAY 3**

Team Talk

1. What do you think would happen if Earth were slightly closer to the sun?
2. The main idea of page 72 is that the sun is the center of our solar system. Which of the following is not an important detail about the sun?
  - a. The sun is about 5 billion years old.
  - b. People argue about the age of the sun.
  - c. We feel the sun’s heat from more than 150 million kilometers away.
  - d. The sun produces energy and sends it into the solar system.

Use the important details from the choices to write a summary about this section. (Write-On)
3. Mercury is similar to our moon because—
  - a. it is very hot.
  - b. it orbits the sun.
  - c. it orbits Earth.
  - d. it has phases.
4. How does the picture at the bottom of page 73 help you understand Mercury’s size?

Skill Practice

**Use the sample dictionary pages to answer the following questions. Write the answers in your journal.**

1. What is the best definition of *preserve* as it is used in the following sentence?  
 Museums try to preserve ancient artifacts and artwork for future generations.
2. Correct the mistake in this sentence: The spelling Contest will take place in the auditorium after school.

	limits	core	proceed	survive
	fitting	dwarf	notable	determined

Building Meaning

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
4. There are some animals, such as penguins, that can survive in extremely cold temperatures on land and in the water. *Survive* means—
  - a. enjoy.
  - b. live.
  - c. perish.
  - d. collect.

**DAY 4**

Team Talk	<ol style="list-style-type: none"> <li>1. Why are Saturn’s rings the most noticeable of any other planet’s rings?</li> <li>2. The author says there is something special about Uranus’s name. Do you think this is a fact or an opinion? Support your answer.</li> <li>3. How was Neptune’s Great Dark Spot similar to Jupiter’s Great Red Spot? How was it different?</li> <li>4. Use information from your idea tree to write a summary of this cycle of <i>Beyond the Sky: The Solar System, Deeper Space, and the Scientists</i>. (Write-On)</li> </ol>
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Skill Practice	<p><b>Use the sample dictionary pages to answer the following questions. Write the answers in your journal.</b></p> <ol style="list-style-type: none"> <li>1. What are the guide words for the page where you would find the word <i>convince</i>?</li> <li>2. What is the best definition of <i>core</i> as it is used in the following sentence? My mom liked <u>coring</u> apples and filling the hole with sweet granola cereal and raisins.</li> </ol>
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Building Meaning	limits	core	proceed	survive
	fitting	dwarf	notable	determined
	<ol style="list-style-type: none"> <li>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</li> <li>4. Choose the word that best fits in the blank. The teacher asked the students to _____ with reciting the pledge while she took attendance.</li> </ol>			

**DAY 6**

Writing Prompt	<p>Imagine that NASA has created the technology that would allow humans to land on other planets in our solar system. Now that NASA has this technology, they need to hire more people who are willing to train to be astronauts and explore these planets. Write a job listing seeking astronauts to explore one of the planets you read about this cycle. Begin your job listing with a heading that will grab the attention of job seekers. In your job listing, provide at least two details about what people will do as the first visitors to that planet. Then provide at least three details about the requirements or traits a person who wants to be a NASA astronaut needs. Remember to provide contact information for the job.</p>
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Scoring Guide	You write a job listing for NASA’s trip to explore one of the planets you read about this cycle.	<b>25 points</b>
	Your listing begins with an attention-grabbing heading.	<b>15 points</b>
	You provide at least two details about what people will do as the first visitors to the planet.	<b>10 points each (20 points maximum)</b>
	You provide at least three details about the requirements or traits a person who wants to be a NASA astronaut needs.	<b>10 points each (30 points maximum)</b>
	You provide contact information for the job.	<b>10 points</b>



## Beyond the Sky: The Solar System, Deeper Space, and the Scientists

Word	Identification Strategy	Definition	Sentence
<b>assembly</b>	base word + ending	group, collection	The <i>assembly</i> of lawyers was a good place to talk to someone about working in a law office.
<b>appears</b>	base word + ending	seems	“It <i>appears</i> that Joe isn’t coming, but we can wait a bit longer,” Sara said.
<b>transmit</b>	chunk	send	The radio station will <i>transmit</i> the sound, and your radio will pick it up.
<b>steady</b>	chunk	even, constant	In the movie, people rowed the boat to a <i>steady</i> drumbeat.
<b>modern</b>	chunk	up-to-date, new	We drive cars in <i>modern</i> days, but long ago people rode in horse-drawn buggies.
<b>advances</b>	base word + ending	improvements	Holly made great <i>advances</i> in her study skills by practicing.
<b>traverse</b>	chunk	cross	The hikers had to <i>traverse</i> the entire desert before they found water.
<b>makeup</b>	compound word	what something is made of	The <i>makeup</i> of the group is friends and relatives, so we will know everyone.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 85 (paragraphs 2 and 3)	Page 85 (paragraphs 2 and 3) or 83 (paragraphs 1 and 2)	Page 85 (paragraphs 2 and 3), 83 (paragraphs 1 and 2), or 87 (paragraph 2)

**DAY 1**

Team Talk	<ol style="list-style-type: none"> <li>1. What is the main idea from the section titled “A Milky Way?” Why do you think this is the main idea? (Write-On)</li> <li>2. When we see stars in the sky, are we seeing them as they really look? Explain.</li> <li>3. How does the picture on page 82 help you understand what happens when a star explodes in a supernova?</li> <li>4. Which of the following isn’t a way that quasars are different from stars?             <ol style="list-style-type: none"> <li>a. They give off light.</li> <li>b. They are older.</li> <li>c. They give off more energy.</li> <li>d. They are farther away.</li> </ol> </li> </ol>
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**DAY 2**

Team Talk	<ol style="list-style-type: none"> <li>1. What is the main idea of the section titled “Early Stargazers”? Why do you think this is the main idea? (Write-On)</li> <li>2. The Soviet Union won the space race by—             <ol style="list-style-type: none"> <li>a. sending Yuri Gagarin into space.</li> <li>b. launching <i>Sputnik</i> into space.</li> <li>c. sending a dog into space.</li> <li>d. launching the Hubble Space Telescope.</li> </ol> </li> <li>3. What is the main idea of the first paragraph on page 86? How can you tell?</li> <li>4. Why do you think astronauts wanted the American flag to look like it was blowing in the wind?</li> </ol>
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Skill Practice	<p><b>Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.</b></p> <p>1. where’s                      2. she’s                      3. how’s                      4. when’s</p>
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Building Meaning	assembly	appears	transmit	steady
	modern	advances	traverse	makeup
	<ol style="list-style-type: none"> <li>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</li> <li>6. Choose the word that best fits in the blank. The big speakers can _____ sound all the way across the empty room.</li> </ol>			



**DAY 3**

Team Talk	<ol style="list-style-type: none"> <li>1. Explain how our galaxy got its name.</li> <li>2. The main idea of the section titled “A Milky Way?” is our Milky Way galaxy. Use supporting details from your idea tree to write a summary about this section. (Write-On)</li> <li>3. The author compares the size of a neutron star to the size of a—             <ol style="list-style-type: none"> <li>a. supergiant.</li> <li>b. city.</li> <li>c. pulsar.</li> <li>d. core.</li> </ol> </li> <li>4. Why are scientists interested in learning more about quasars?</li> </ol>
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Skill Practice	<p><b>Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.</b></p> <p>1. they’ll                      2. can’t                      3. you’ve                      4. we’ll</p>
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Building Meaning	assembly	appears	transmit	steady
	modern	advances	traverse	makeup
	<ol style="list-style-type: none"> <li>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</li> <li>6. The <u>assembly</u> of teachers included people from all across the country. <i>Assembly</i> means—             <ol style="list-style-type: none"> <li>a. mission.</li> <li>b. herd.</li> <li>c. presentation.</li> <li>d. group.</li> </ol> </li> </ol>			

**DAY 4**

Team Talk	<ol style="list-style-type: none"> <li>1. What do you think Neil Armstrong meant when he said, “That’s one small step for a man, one giant leap for mankind”?</li> <li>2. How are unmanned spacecraft different from manned spacecraft?</li> <li>3. Which of the following is a question the author wants answered by scientists?             <ol style="list-style-type: none"> <li>a. Is there life elsewhere out there?</li> <li>b. How do you use a telescope to study space?</li> <li>c. When can regular people take a trip into space?</li> <li>d. Will we ever land on Venus?</li> </ol> </li> <li>4. Use information from your idea tree to write a summary of this cycle of <i>Beyond the Sky: The Solar System, Deeper Space, and the Scientists</i>. (Write-On)</li> </ol>
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<b>Skill Practice</b>	<p><b>Write each word in your journal. For each word, write the two words that make up the contraction, draw a line through the extra letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.</b></p> <p>1. I've                      2. it'll                      3. what'll                      4. aren't</p>
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<b>Building Meaning</b>	assembly	appears	transmit	steady
	modern	advances	traverse	makeup
	<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 cruise ship will _____ the ocean for its passengers' vacation pleasure.</p>			

**DAY 6**

<b>Writing Prompt</b>	<p>What if someone discovered a new planet today? Write a brief newspaper article announcing the discovery. Your article must answer the 5 Ws and 1 H. Think about the following questions that your article should answer: Who discovered it? When was it discovered? Where is the planet, or where did the discovery take place? What is the planet called? Why is it called that? And how was it discovered? Provide at least two other details about the newly discovered planet. Remember to give your article an attention-grabbing headline and to use the correct newspaper article format (a date, a headline, a byline, a lead that answers the 5 Ws and 1 H, and short paragraphs).</p>
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<b>Scoring Guide</b>	Your article answers the 5 Ws and 1 H of the story.	<b>10 points each (60 points maximum)</b>
	You provide at least two other details about the new planet in your story.	<b>10 points each (20 points maximum)</b>
	Your article has an attention-grabbing headline.	<b>10 points</b>
	Your article is written in the correct format (a date, a headline, a byline, a lead that answers the 5 Ws and 1 H, and short paragraphs).	<b>10 points</b>





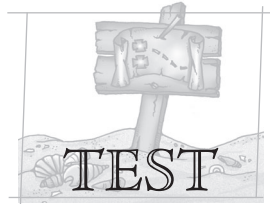
# Table of Contents

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### Student Test

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## Comprehension Questions

Read *Bows for Betties*, and answer the following questions.

### Bows for Betties

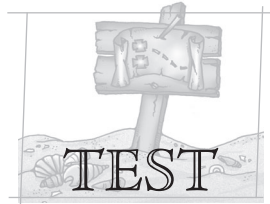
1. More than anything in the world, Lena wanted a new bike. To get a bike, Lena needed to make money. She decided that now was the time. So she started to think of ways to earn money to buy a bike.
2. As Lena was thinking, her twin sisters, Carly and Cameron, crawled into the room. They crawled right up to the foot of Lena's bed where she sat. They looked up at their sister with bright eyes and wide smiles. Lena looked down at their little heads and saw colorful bows in their hair.
3. Then Lena's mom walked in. "What are you up to, Lena?" her mom asked. "Mom, where did you get the bows for the girls' hair?" Lena asked in return. "I got them at my baby shower. I'd like to get the girls more, but they're so expensive for such little bows!" "Mom, that's about to change!" Lena exclaimed. "I'm going to start making and selling them to raise money for a new bike," Lena explained. "Well, that sounds like a great idea," Mom said.
4. Lena had always been good at crafts. And she loved going to the craft store, so that's where she went that afternoon. She used her birthday money from her grandmother to buy some ribbon and a couple of charms, along with glue and plain barrettes. She made sure to keep her receipt, and when she got home she wrote down exactly how much all of her supplies cost. Then she got started.
5. She cut all the ribbon first. She had purchased red ribbon, pink ribbon, and yellow ribbon. She cut each spool into even pieces. Next, she tied each piece into a perfect bow. She dabbed a bit of glue in the center of each bow to keep it tied. Then, she tied each bow onto one of the barrettes. This was a good start. But she couldn't wait to start finishing the barrettes with the charms.
6. She added flower charms to the pink and yellow bows. She added holiday charms to the red bows. She even had some snowflake charms that looked good on the red bows. "Perfect!" she thought. She ran to find her sisters. Carly had a red-and-white striped sweater on, so Lena put one of the red barrettes in her hair. Cameron wore purple, so Lena pushed her sister's bangs back and fastened them with a yellow barrette. Finally, Lena put a pink bow in her own hair to match her pink sneakers.
7. "C'mon girls," Lena said. "We're going for a ride!" She gathered the girls and put them in their red wagon, next to a bag of bows. "Mom, we're going for a walk down the street." Lena pulled the girls up and down Wight Avenue. Soon enough, the girls were getting compliments on their bows. "I made them," Lena would say. "I'm selling them for three dollars apiece if you're interested." Before long, she had sold almost twenty bows.
8. By the end of the week, mothers and grandmothers were asking Lena and her mother about the business that Lena had decided to call Bows for Betties. Suggestions for new ideas and requests started coming in. Lena was happy to make people's bows to order. She made green bows with leaf charms, blue bows with rainbow charms, black bows with white charms. She even started making hair ties with beads for older girls. Her bow business was booming!

9. After a couple of months, Lena had enough money for her new bike. “I am so proud of you Lena,” her mother said. “You’ve really learned how to earn money to get the things you want. What will you do about your bow business now that you have your bike?” “Well,” answered Lena, “I made more money than the bike cost, so I also bought this.” Lena pulled a big basket out of a bag. She had fastened bows all over the outside of the basket. “My bows helped me get my bike. Now my bike is going to help me sell my bows!” And off Lena went, out the door to sell more bows.

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 that you had about the main idea before you began reading the story?
3. Which of the following best describes the main idea of paragraph 5?
  - a. Lena cuts all the ribbon.
  - b. Lena ties all the ribbon into bows.
  - c. Lena glues the bows onto barrettes.
  - d. Lena makes many different barrettes.
4. On your story map, write down the story’s main problem and an important event from the story.
5. Which of the following best describes the main idea of paragraph 7?
  - a. Lena takes her sisters for a ride in the wagon.
  - b. Lena and her sisters show off Lena’s bows.
  - c. Lena walks up and down Wight Avenue.
  - d. Lena tells people she made the bows.

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





## Comprehension Questions

Read pages 36 and 37 of *Aaron Burr and the Stable Boy*, and answer the following questions.

1. Why is the mood of the story tense when John discovers that Mohican's leg is hurt?
2. What memory helps John make the decision to take the new job?
3. Which of the following is not a main idea in the story?
  - a. John sees the morning sun creep through the window.
  - b. John is a stable boy for Aaron Burr.
  - c. John bandages an injured horse's leg.
  - d. John takes a job as a personal assistant in Washington, D.C.
4. Why do you think Mr. Burr says John needs some new clothes?

5. Choose the best list of main ideas from pages 36 and 37 of the story.

### List A

- a. Wicks tells Mr. Burr about John's good deed.
- b. Mr. Burr agrees with Wicks.
- c. John offers to care for Mr. Burr's horses one last time.
- d. John is now a personal assistant.

### List B

- a. Mr. Burr has a sharp brow.
- b. Mr. Burr stretches his legs.
- c. Mr. Burr agrees with Wicks about John's good deeds.
- d. John will eat dinner at 4 o'clock.

Tell why you chose the list that 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

1. Read the following sentence.

My annoying little brother tried to block me from seeing the television by standing in front of it.

Which of the following sentences uses *block* the same way?

- a. To make pottery, you need to start with a good block of clay.
- b. The police blocked the crowd from getting too close by holding out their arms.
- c. Gabe enjoyed playing with his blocks by stacking them to make tall towers.
- d. The grocery store is only a block from our house, so my mom lets me walk there.

2. Read the following sentence.

The ranchers wanted to fence in their cattle so they wouldn't wander off the property.

Which of the following sentences uses *fence* the same way?

- a. The children tried to fence in the mouse so they could catch it, but it escaped.
- b. We installed an electric fence that our dog cannot cross when she's outside.
- c. Dino was on the fence about whether he really wanted to go to the amusement park.
- d. The cemetery had a tall fence around it to keep people from trespassing there.

3. Read the following sentence.

The horse was taught how to stamp its foot in answer to a question.

Which of the following sentences uses *stamp* the same way?

- a. You have to place a stamp on an envelope before you can mail it.
- b. Nicole used a rubber stamp to decorate her party invitations.
- c. The delicious dinner received Marcus's stamp of approval to be made again.
- d. The angry child stamped her foot on the floor when no one paid attention to her.

4. Read the following sentence.

"Can you point to the kind of cupcake you want from the case?" the baker asked the child.

Which of the following sentences uses *point* the same way?

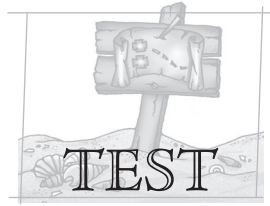
- a. The pencil had such a sharp point on it that it poked a hole in my paper.
- b. The point of the story is that you should learn from your mistakes.
- c. When Mom asked who ripped the couch cushions, we all pointed at the dog.
- d. The end of a knife is very pointy, which is why young children shouldn't play with it.

**Building Meaning**

caressed	resided	gingerly	displeasure
spectacular	asset	options	present

5. Write a meaningful sentence for the word *options*.
6. The soft cotton of my scarf \_\_\_\_\_ the skin on my neck.
7. The book I read last week was so spectacular that I'm not surprised to hear that it's very popular. *Spectacular* means—
  - a. dull.
  - b. amazing.
  - c. average.
  - d. uninteresting.
8. I reached out to pet the large dog's head \_\_\_\_\_ because I was a little scared of it.
9. I resided in New York City growing up, and our apartment was on the eighth floor. *Resided* means—
  - a. lived in.
  - b. flew.
  - c. danced.
  - d. marched about.
10. Long-distance runners think stamina is an important \_\_\_\_\_ for winning races.
11. Lola wanted to present her project first, so she volunteered to go at the start of class. *Present* means—
  - a. toss.
  - b. hide.
  - c. show.
  - d. remove.
12. Jimmy hated sweet potatoes, so he couldn't hide his \_\_\_\_\_ when he smelled them baking in the oven.





## Comprehension Questions

Read page 53 of *Aaron Burr and the Stable Boy*, and answer the following questions.

1. Why doesn't John agree with Mr. Hamilton's dislike of Mr. Burr?
    - a. He thinks Mr. Burr is a poor governor.
    - b. He thinks Mr. Burr is the best vice president.
    - c. He thinks Mr. Burr is short tempered.
    - d. He thinks Mr. Burr is kind and generous.
  2. What makes John nervous about Mr. Burr's anger toward Mr. Hamilton?
  3. How does Mr. Burr's reaction to John quitting show you that he is understanding?
  4. Does dueling with Mr. Hamilton solve Mr. Burr's problems?
  5. What lessons do the author and John want you to learn?
    - a. Never challenge people to duels to settle arguments.
    - b. Being an elected official is hard, stressful work.
    - c. Be honest and true, and take opportunities as they come.
    - d. Even stable boys can do great things in life.
6. Use your story map to write a summary of this cycle's reading. Include at least four important events in your summary.

## Word Power

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

### Skill Questions

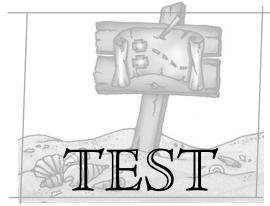
Write each word on your paper. Then write the base word and ending. Cross out any extra letters. Write a definition for each word.

1. patiently
2. healthful
3. boldest
4. mournful

## Building Meaning

potential	slightest	remedy	confidence
publicly	competent	dissuade	regretfully

5. Write a meaningful sentence for the word *potential*.
6. I tried to \_\_\_\_\_ my brother from skateboarding without his kneepads, but he didn't listen, and he scratched up his knees when he fell.
7. Leanna tried to remedy the problem between her two best friends, but they wouldn't speak to each other.  
*Remedy* means—
  - a. break.
  - b. worsen.
  - c. lose.
  - d. fix.
8. I told Rhona about my crush on Alan in \_\_\_\_\_, but she spread my secret anyway.
9. Kent didn't understand the slightest thing about the math lesson that day, so he made sure to reread his math book that night. *Slightest* means—
  - a. best.
  - b. least.
  - c. most.
  - d. worst.
10. The principal \_\_\_\_\_ announced that a news station was going to visit the school to interview students.
11. Jorge regretfully apologized for lying about breaking his mother's favorite glass figure.  
*Regretfully* means—
  - a. happily.
  - b. gladly.
  - c. sadly.
  - d. quickly.
12. My grandfather was a \_\_\_\_\_ sculptor who could make anything out of clay.



## Comprehension Questions

Read “The Largest of the Small Cats: the Clouded Leopard,” and answer the following questions.

### **The Largest of the Small Cats: the Clouded Leopard**

#### **Range**

Asia

#### **Description of Clouded Leopards**

Clouded leopards are an elusive member of the cat family. They are the largest of the small- to medium-sized cats, growing to be about as big as a Labrador retriever. Their fur ranges from pale yellow to brown and has darker splotches that look like clouds patterning it.

These cats have short legs for their body size, but large paws and sharp claws to aid them while climbing. Their tails are heavy and long to help with balance. Clouded leopards have the largest teeth relative to their body size of any living member of the cat family.

#### **Their Forest Home**

Clouded leopards call the rainforests of southern Asia home. They are nimble climbers who easily leap from tree to tree, and they are thought to be among the best of the climbing cats. Their large, broad paws help them keep their footing on tree branches. When climbing down from trees, these cats are able to descend headfirst like a squirrel. Most other climbing cats must climb down tail first.

Little is known about the clouded leopards’ hunting habits because they are shy, but most scientists believe that the cats hunt small mammals, such as deer, on the ground or monkeys and birds in the trees. The cats may pounce on their prey from the trees.

#### **Threats to Clouded Leopards**

Due to their shyness, scientists are not sure how many clouded leopards actually live in the wild. These cats prefer to avoid humans. They are listed as vulnerable because as their habitat shrinks or contact with humans increases, clouded leopards could become extinct. Although it is illegal to hunt these cats, there is high demand for their fur. So the native people of southern Asia often hunt clouded leopards for their beautiful fur pelts, and their teeth and bones. Clouded leopards, especially those on Borneo and Sumatra, are also in danger of losing their homes to deforestation.

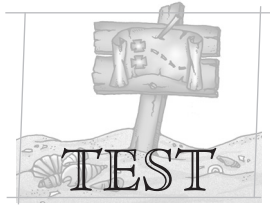
#### **Conserving Clouded Leopards**

Since clouded leopards are threatened, scientists are trying to develop breeding programs to increase their population. Unfortunately, like pandas, clouded leopards are difficult to breed. The cats live solitary lives, usually only coming together to mate.

Clouded leopards that are paired together for breeding often do not respond to each other, or the male is too aggressive. Few cubs have been successfully born in captivity, and what scientists know about clouded leopard breeding has only been observed in captivity.

1. What text features help 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 paragraph 3?
    - a. The rainforest hides prey from clouded leopards.
    - b. Clouded leopards are designed to live in trees.
    - c. Clouded leopards are better suited to live in grasslands with lions.
    - d. The trees give clouded leopards hiding places from larger predators.
  4. On your idea tree, write the main idea and important supporting details from the section titled “Their Forest Home.”
  5. What is the main idea of paragraph 5?
    - a. Many people feel unsafe because of clouded leopards.
    - b. Coats made from clouded leopard furs are valuable.
    - c. Forests are unimportant to the survival of clouded leopards.
    - d. Many things threaten the existence of clouded leopards.
6. Use the information you wrote on your idea tree to write a brief summary of the section titled “Conserving Clouded Leopards.”





## Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

### Voyaging Where No Spacecraft Had Gone Before

*Voyager 1* and *Voyager 2* were made to fly by Jupiter and Saturn. Scientists wanted to collect information about the planets and their moons. The spacecraft were launched in 1977.

*Voyager 1* reached Jupiter in five years. It showed scientists volcanoes on one of Jupiter's moons. Scientists did not know that volcanoes existed outside Earth. The craft also showed that Saturn's moons helped to shape its rings. After visiting Saturn, *Voyager 1* went far out into space.

*Voyager 2* flew farther. It got to Uranus and Neptune after ten years. It collected the first information about them. It found ten more moons and two new rings for Uranus. With the craft, scientists learned that Neptune has the strongest winds in the solar system. *Voyager 2* also found geysers there.

Now the spacecraft collect information about space beyond the planets. They still send data to Earth. Scientists didn't think the spacecraft would last longer than ten years. There is a record on each craft. The record has greetings in many languages. It also has some music. Scientists thought aliens could find the craft and could learn about Earth.

Sources: [voyager.jpl.nasa.gov/index.html](http://voyager.jpl.nasa.gov/index.html)

[www.nasa.gov/mission\\_pages/voyager/index.html](http://www.nasa.gov/mission_pages/voyager/index.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 author's intent?
  - a. to persuade the reader to build spacecraft
  - b. to entertain the reader with discoveries made by *Voyager*
  - c. to inform the reader about the *Voyager* missions
  - d. to tell the reader about aliens in deep space

How do you know?

3. Why do you think scientists included greetings in many different languages on the *Voyager* spacecraft records? Support your answer.

- |   |
|---|
| <ol style="list-style-type: none"> <li>4. Summarize the text using at least three important details and information from your graphic organizer.</li> </ol> |
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## Word Power

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

### Skill Questions

Use the sample dictionary pages to answer the following questions. Write the answers on your paper.

<b>ere   evergreen</b>	<b>shift   situation</b>
<b>error</b> <i>n.</i> a failure to be correct.	<b>signal</b> <i>n.</i> <b>1</b> a sign, event, or word that starts an action. <b>2</b> a sound that gives a warning. <b>3</b> a radio wave. — <i>v.</i> <b>4</b> to notify or communicate by signals.
<b>eternal</b> <i>adj.</i> <b>1</b> lasting forever, having no beginning and no end. <b>2</b> continuing without interruption.	<b>simmer</b> <i>v.</i> <b>1</b> to cook gently at, or just below, the boiling point. <b>2</b> to be on the point of bursting out in anger.

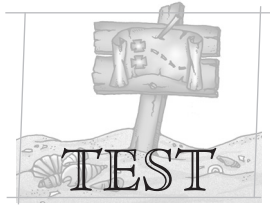
1. What is the best definition of *signal* as it is used in the following sentence?  
I couldn't get a clear signal in the house, so music from my favorite station sounded fuzzy.
2. Should any of the words on these pages be capitalized? Why or why not?
3. What is the best definition of *eternal* as it is used in the following sentence?  
A star's life is not eternal because the star will use up all of its energy some day.
4. What are the guide words for the page where you would find the definition of *error*?

**Building Meaning**

limits	core	proceed	survive
fitting	dwarf	notable	determined

5. Write a meaningful sentence for the word *limits*.
6. A camel can \_\_\_\_\_ for many days in the desert without drinking water.
7. “The Dizzy” was a fitting name for the roller coaster that was full of swooping loops. *Fitting* means—
  - a. strange.
  - b. inappropriate.
  - c. given.
  - d. appropriate.
8. Ulrike told Vickie to \_\_\_\_\_ with making notes while she made a snack for them.
9. I bought a dwarf palm tree so I could have a tropical tree in my house all year. *Dwarf* means—
  - a. small.
  - b. huge.
  - c. sick.
  - d. large.
10. The escape from the prison was \_\_\_\_\_ because no one had ever escaped from there before.
11. The core of our planet is a solid mass of rock and metal surrounded by a layer of molten rock. *Core* means—
  - a. outside.
  - b. body.
  - c. center.
  - d. head.
12. Carly \_\_\_\_\_ who the chocolate thief was because her sister had fudge smears all over her face.





## Test Passage

**Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.**

### Space Rocks and Dirty Snowballs

Our solar system is made up of more than just the sun and planets. Two other objects in the solar system are asteroids and comets. These also orbit our sun, but in very different ways.

Asteroids are chunks of rock that may have formed when the solar system was being born. Most of these rocks exist in the asteroid belt between Mars and Jupiter. Most are too small to see with the naked eye. Giuseppe Piazzi spotted the first one in 1801 and named it Ceres. Ceres is so large that it's considered a dwarf planet.

Comets are balls of ice that orbit the sun. They come from a cloud of dust outside our solar system called the Oort cloud. As a comet gets close to the sun, melting ice and dust create a tail that flows away from the comet's center. Some comets fly by Earth regularly. Comet Halley has been recorded since 240 BCE. It returns about every seventy-six years. Meteor showers are caused by comets. They happen when Earth passes through the dust from a comet's tail.

Sources: [starchild.gsfc.nasa.gov/docs/StarChild/solar\\_system\\_level2/comets.html](http://starchild.gsfc.nasa.gov/docs/StarChild/solar_system_level2/comets.html)  
[nineplanets.org/asteroids.html](http://nineplanets.org/asteroids.html)  
[nineplanets.org/comets.html](http://nineplanets.org/comets.html)  
[nineplanets.org/halley.html](http://nineplanets.org/halley.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 author's intent?
  - a. to teach the reader how to identify comets in space
  - b. to persuade the reader to study more about asteroids
  - c. to inform the reader about two more objects in the solar system
  - d. to entertain the reader with stories about Greek and Roman gods

How do you know?

3. Why do you think it took until 1801 to spot an asteroid?

- |   |
|---|
| <ol style="list-style-type: none"> <li>4. Summarize the text using at least three important details and information from your graphic organizer.</li> </ol> |
|---|

## 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 letters, and draw a patch to add the apostrophe. Draw a sailboat if you need help.

1. couldn't                      2. she'll                      3. he's                      4. hasn't

### Building Meaning

assembly	appears	transmit	steady
modern	advances	traverse	makeup

5. Write a meaningful sentence for the word *modern*.
6. I wished the boat were \_\_\_\_\_, but waves rocked it back and forth violently.
7. There is a beautiful view from the top deck of the boat as you traverse the lake. *Traverse* means—
- dig.
  - drain.
  - cross.
  - freeze.
8. The \_\_\_\_\_ of our soccer team is really interesting because the kids come from different parts of the city and even from all over the world.
9. That dog appears to be really unfriendly, but he's actually very sweet tempered. *Appears* means—
- acts.
  - seems.
  - pretends.
  - barks.
10. An \_\_\_\_\_ of neighbors discussed the new traffic rules for driving through the streets.
11. Advances in cars make them safer and cleaner than ever to drive. *Advances* means—
- failures.
  - improvements.
  - disappointments.
  - stops.
12. Instead of writing letters, campers today can \_\_\_\_\_ messages home using computers or cellular phones.