

Summarizing

Level 5

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

Teacher’s Note: *Summarizing at the 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

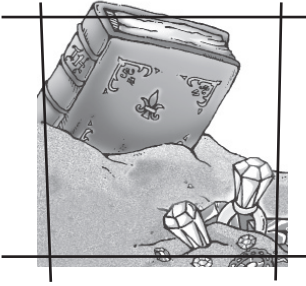
Know your students. The writing ability of students in grades 4, 5, and 6 will vary. Begin by identifying where your students are and the teaching/modeling they will need.

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

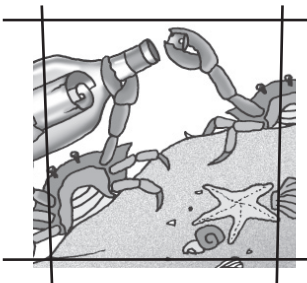
1. What is the problem with the review the students submitted?
2. What is a summary?
3. What are the story elements?
4. What tools does the *S.H.O.R.T. School News* staff use to create a summary? How are they used? (Write-On)

- 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.

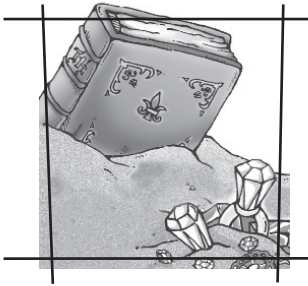
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss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

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

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

**DAY 2****ACTIVE INSTRUCTION**

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Strategy (Introduction and Definition)

- Have students discuss the following questions in their teams to get them to 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

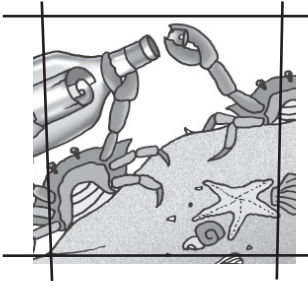
1. What was the most difficult part of retelling page 2? Why?
2. How does your retell compare with Elinor and Lee's?
3. What did your partner do to help you with steps 1, 2, and 3 on your strategy card? (Write-On)

- 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.

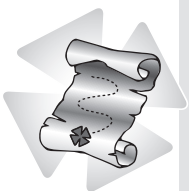
2. How does your retell compare with Elinor and Lee's?

(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.



Summarizing Literature

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

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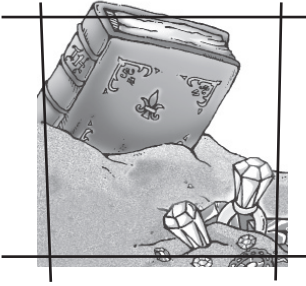
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss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

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

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

- Use 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

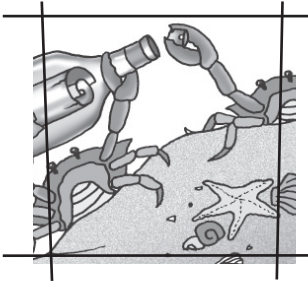
1. How does Lee determine who the main characters are?
2. How do the S.H.O.R.T. School team members resolve a disagreement about whether an idea is important or not?
3. You read and retold pages 3 and 4 of the story with your partner. Did you and your partner agree on the important events or ideas? What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

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. Turn to the story *Making the Team* in A Collection of Readings.

- Read the Editor's Challenge aloud.

Student Edition, page S-2

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"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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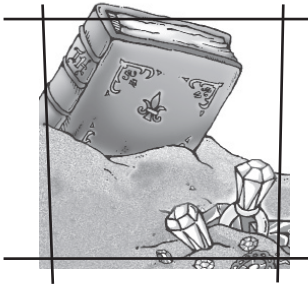
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	<p style="margin: 0;">Team Talk Extenders</p> <p style="margin: 0;">Was your retell of pages 3 and 4 different from the S.H.O.R.T. School students’ retell? How?</p> <p style="margin: 0;">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"> – Award team celebration points. 	

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

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

- 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.

Student Edition, page S-2

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.

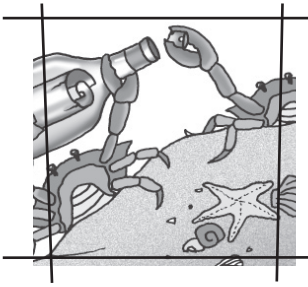
Last time, you were asked to read, retell, and discuss the story elements for pages 3 and 4 of *The Gift*. You worked with your team to pull out the story elements, and you made team notes. Today we’ll listen to Alicia, Mingo, Lee, and Elinor discuss the story elements of pages 3 and 4 so we can compare 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.*

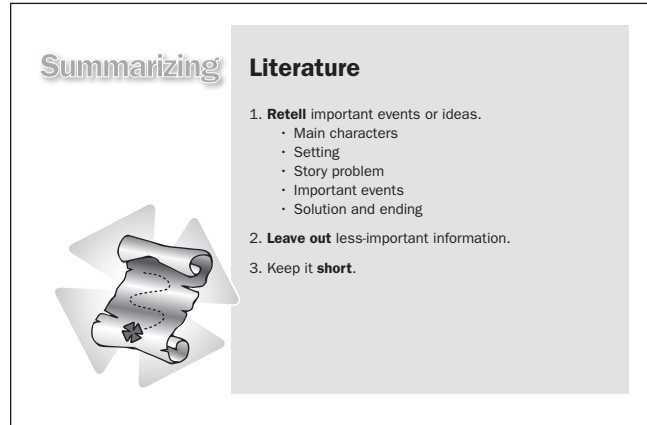
2. Mingo helped clarify for the team what the phrase the "bell of the trumpet" means. Why is it important to continue to clarify before you summarize?

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"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tr> <td 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"> – Award team celebration points. 	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.

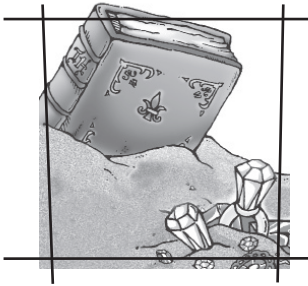
- Summarize the lesson for students.

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.

Student Edition, page S-2

Team Talk

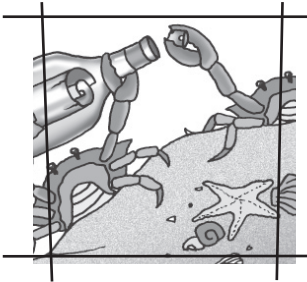
1. What is the purpose of a story map?
2. Why can an event or idea seem important at the beginning of a story but less important after you read the whole story?
3. What were the challenges of filling in a story map? Did you eliminate any events or ideas that were in your notes? (Write-On)

- 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.*

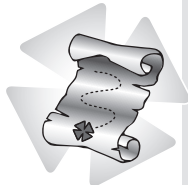
2. Why can an event or idea seem important at the beginning of a story but less important after you read the whole story?

(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.

Student Edition, page S-2

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.

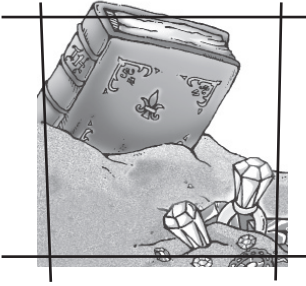
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss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

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

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

- 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.

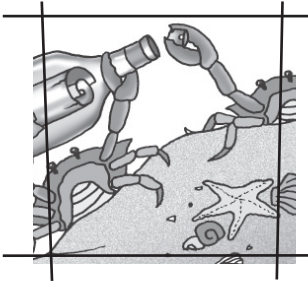
Event: Miguel realizes that to get money he must sell his most prized possession, his dad's trumpet.

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

- 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.

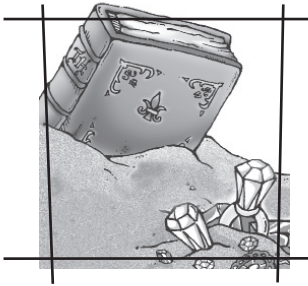
- Summarize the lesson for students.

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.

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

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

Timing Goal: 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).**

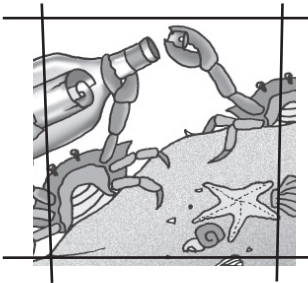
- Hand out copies of the video team’s summary.

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)

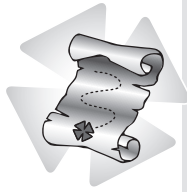
100 points = *Working with a team can help you write a summary because your teammates can help you decide what characters, events, and details are the most important. They might have different opinions and ideas*

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.

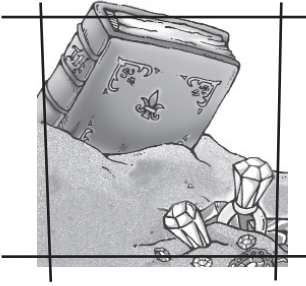
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss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

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

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

**DAY 8****ACTIVE INSTRUCTION**

Timing Goal: 45 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

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

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

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

Preview Team Talk

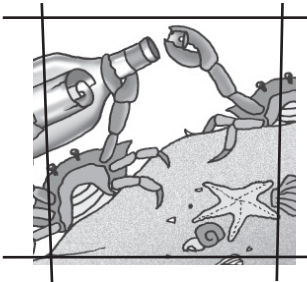
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 you had before you began reading? |QU|
2. On your story map, write the important events from paragraph 6. |SU • MI|
3. Use the information you have written on your story map to write a brief summary of paragraph 8. (Write-On) |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

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

Let's see. I think the main ideas in this paragraph are that Samantha loves reading and that she finds books at the library. These seem like important ideas.

A Collection of Readings,
page 15

The Book Raiders

1. Samantha loved browsing through the library looking for new books to read. She went to the library once a month to find at least one new book. Sometimes she asked the librarians if they had any suggestions for new stories. The librarians loved that Samantha took an interest in reading.

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

While you read, it's important to retell what's happening in the text in your own words. You should include the important events and ideas and leave out less-important details to keep it short. When reading literature, you should use a story map to record important events. When you summarize, you should remember to include the main characters, the setting, the story problem, important events, and the solution and ending. You can remember all these elements by looking at your Summarizing Strategy Card.

- Have students read:
***The Book Raiders** 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 reading was "Who or what are the book raiders referred to in the title?" I wanted to know what the book raiders did.* **90 points** = *One question I had before reading was "Who or what are the book raiders?"* **80 points** = *Who or what are the book raiders?*

2. On your story map, write the important events from paragraph 6. |SU • MI|

100 points = *The important events from paragraph 6 are that Samantha tells her friends how they will choose books to read. She explains how they will read new books from different genres each month.* **90 points** = *The important events from paragraph 6 are that Samantha tells her friends how they will choose books to read.* **80 points** = *Samantha tells her friends how they will choose books to read.*

3. Use the information you have written on your story map to write a brief summary of paragraph 8. (Write-On) |SU|

100 points = *The Book Raiders club members choose to read Mrs. Frisby and the Rats of NIMH. They will meet at the library in three weeks, on the last Saturday of the month, to discuss the book.* **90 points** = *The Book Raiders choose to read Mrs. Frisby and the Rats of NIMH. They will meet at the library in three weeks to discuss the book.* **80 points** = *They choose to read Mrs. Frisby and the Rats of NIMH. They will meet at the library to discuss the book.*

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

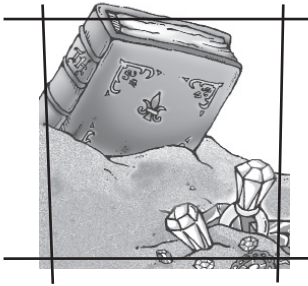
Write-On Discussion

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

Team Celebration Points

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

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

**DAY 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.

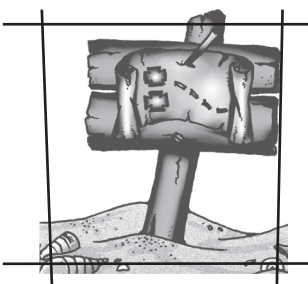
Set the Stage

- 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 *Crazy About Kids*. We will think about the story's important events or ideas so we can write a summary after reading.

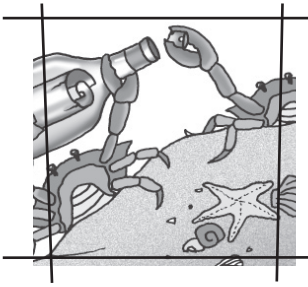
Prepare Students for the Test

- 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.



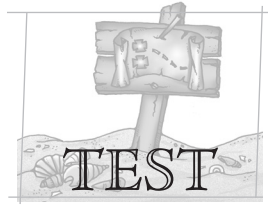
Class Discussion **TP**

- 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.

- What is your team celebration score?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



Comprehension Questions

Read *Crazy About Kids*, and answer the following questions. The total score for comprehension questions equals 100 points.

Crazy About Kids

1. Carl didn't mind that he had to get home from school quickly to make sure he was there for his little brother, Ike. Ike finished school thirty minutes after Carl finished. Carl enjoyed bonding with his brother after school.
2. "I know you have to sacrifice a lot to come home and babysit Ike after school," Carl's mom said. "I wish there was a way you could join the baseball team and still keep an eye on Ike." This gave Carl an idea.
3. "Sonya, you do a lot of babysitting, don't you?" Carl asked the next day in school. "Yes, I do," Sonya replied. "I take care of the Johnsons' two kids all the time." "That's great," he said. "Maybe you can help me with my new business idea."
4. "What are you thinking?" Sonya asked. Carl handed her a notebook with a detailed plan for a babysitting club inside. "I want to start a babysitting club," he said. "We'll form a club that takes on babysitting jobs and divides them between good babysitters, depending on our schedules," he explained.
5. "That's a great idea, Carl!" Sonya exclaimed. "Sometimes I feel bad when I can't watch the Johnsons' kids because I have ballet practice. But this way, an available club member could go instead!" "Exactly!" Carl shouted. "I got the idea because I want to join the baseball team, but I can't because Ike needs a babysitter after school."
6. "I think Tracy would be really interested in joining the club," Sonya said. "I know she takes care of her little sister, Trina, all the time, and sometimes she takes care of the Johnsons' kids when I can't." "Great, we'll ask her about it at lunchtime," Carl said. "I think Rodrigo would like to join as well. He has a big family and is used to babysitting a lot of little kids," he added.
7. Both Tracy and Rodrigo were excited about the club. Tracy thought it would be easier for neighborhood parents to find a babysitter with the four of them pooling their efforts. "We should make posters and come up with a club name to advertise," Rodrigo said. "I know my own mom will appreciate knowing who to call when she needs a sitter and I'm not home."

8. “Good idea, Rodrigo!” Sonya said. “We need a name that shows we truly enjoy babysitting and taking care of kids.” Carl agreed. “But it needs to be catchy too, so parents remember it,” he added. “How does Crazy About Kids sound?” Tracy suggested. The group cheered for the name. “It’s perfect!” they all exclaimed.

9. After school, Carl, Sonya, Tracy, and Rodrigo got together at Carl’s house to make posters and fliers for their club. Since Carl had the idea, it was decided that his house would be the base of operations. They put the club’s contact information on the advertisements and took Ike around the neighborhood in his wagon to hand out fliers and hang up posters. When Carl’s mom got home, she said she thought her son’s idea was brilliant. “Now I know whom I can call to babysit Ike while you’re busy playing baseball,” she said.

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 problem. Carl wants to join the baseball team, but he has to be home every day to watch his brother, Ike. He needs to figure out how to play baseball and make sure Ike is okay.* **15 points** = *The story element that helped me predict the main idea of this story is the problem. Carl wants to join the baseball team, but he has to be home every day to watch his brother, Ike.* **10 points** = *The problem Carl has to solve.*

20 points

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

20 points = *One question I had about the main idea before I began reading was “Who or what was crazy about kids?” I wanted to know what the title refers to.* **15 points** = *One question I had about the main idea before I began reading was “Who or what was crazy about kids?”* **10 points** = *Who or what was crazy about kids?*

10 points

3. Which of the following best describes the main idea of paragraph 5? |MI|
- Carl and Sonya need to hire babysitters to do their jobs for them.
 - Parents leave their kids alone because there are no babysitters.
 - Ballet and playing baseball are more important than watching Ike.
 - The babysitters will have time for babysitting and other activities.

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 Carl needs a way to make sure Ike has a babysitter so he can join the baseball team. An important event is that he forms a babysitting club to organize neighborhood babysitters.* **15 points** = *The story’s main problem is that Carl needs a way to make sure Ike has a babysitter so he can join the baseball team. He forms a babysitting club to organize neighborhood babysitters.* **10 points** = *Carl needs a way to make sure Ike has a babysitter. He forms a babysitting club.*

10 points

5. Which of the following best describes the main idea of paragraph 8? |MII
- a. The club members need a meeting place.
 - b. *The babysitting club needs a name.*
 - c. The babysitting club needs a phone.
 - d. The club members need to create schedules.

20 points

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

20 points = *Carl, Sonya, Tracy, and Rodrigo meet to make advertisements for their club. They go around the neighborhood handing out posters and fliers. Carl's mom thinks her son has a good idea.*

15 points = *The kids meet to make advertisements. They go around the neighborhood handing out fliers. Carl's mom thinks he has a good idea.*

10 points = *The kids make advertisements. They hand them out.*

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 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: *The Book Raiders*

Characters:

Samantha
Miss Campbell
Kanye
Marcus
Grace

Setting:

Where: *the library*

When: *once a month*

Problem:

Samantha loves reading, but wants to discuss the books she reads with other people.

Event: *Miss Campbell the librarian suggests Samantha start a book club with her friends.*

Her friends like the idea. They find out they can reserve a study room in the library once a month to
Event: *talk about the books they read.*

Event: *They decide to read a different genre of book every month so they all try something new.*

Event: *They name their book club and decide to read Mrs. Frisby and the Rats of NIMH first.*

Event:

Solution:

Samantha and her friends enjoy the book and discussing it afterward. They agree on a book to read next month.

S.H.O.R.T. News

Volume 3, Number 7

We Summarize for You!

www.shortnews.org



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

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

English Language Arts Standards: *Reading: Literature*

Key Ideas and Details

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LITERATURE (6 DAY)

Somewhat the Sailor

Written by Darnell Parker

Illustrated by James Bravo

The Savvy Reader—Summarizing, A Collection of Readings, pages 19–57

Success for All Foundation, 2011

Summary

Not many people have heard of Sinbad the Sailor’s young brother, Somewhat the Simpleton. But when Somewhat’s brother needs his help, he embarks on a strange voyage across the East Sea. With his faithful friend, Molly Merriweather, and the crew of the *Golden Fleece* behind him, will Somewhat learn to find the confidence and belief in himself that he lacks? Will he successfully defeat the Sea Beast of the East Sea?

Instructional Objectives

	Reading	Word Power	Writing
	Summarizing (SU)	Homographs	Write a summary.
CYCLE 1	Students will use story elements to help them identify the main events in literature. As they read, they will restate (retell) information with their partners. At the end of the section, they will identify the most-important events through discussions with their teammates.	Students will recognize homographs and identify their meaning based on context.	Students will write summaries of familiar stories using a story map to plan which events are the most important to include.

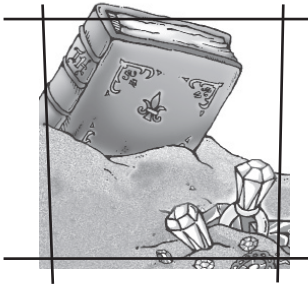
(continued on next page)

	Reading	Word Power	Writing
CYCLE 2	Summarizing (SU)	Base word and ending	Write a captain's log.
	Students will use story elements to help them identify the main events in the story. As they read, they will restate (retell) information with their partners. At the end of each section, students will identify the most-important events through discussion with their teammates.	Students will break words into base words and endings and use the endings, <i>-ion</i> , <i>-ly</i> , <i>-ing</i> , and <i>-al</i> to increase their understanding of words.	Students will pretend that they are Somewhat and write a captain's log to summarize the events that have happened since Somewhat took command of the ship.

CYCLE 1**Instructional Objectives**

	Reading	Word Power	Writing
	Summarizing (SU)	Homographs	Write a summary.
CYCLE 1	Students will use story elements to help them identify the main events in literature. As they read, they will restate (retell) information with their partners. At the end of the section, they will identify the most-important events through discussions with their teammates.	Students will recognize homographs and identify their meaning based on context.	Students will write summaries of familiar stories using a story map to plan which events are the most important to include.

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

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will begin reading *Somewhat the Sailor* by Darnell Parker. 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 author's plot—what happens to the main characters as the story develops. When they put these ideas together, they can summarize parts of the story or the story as a whole.

- 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.
- Build or activate background knowledge about the story using the items below.



- Tell students that the story they will read is about a journey on a sailing ship. Use **Think-Pair-Share** to have students discuss what they think it would be like to sail on a ship. Randomly select a few students to share.
- Tell students that the main character in this story is related to a famous character of Middle Eastern folklore named Sinbad. Point out that Sinbad’s stories are often included in *The Book of One Thousand and One Arabian Nights* written by Scheherazade. Use **Think-Pair-Share** to have students discuss what they might know about these stories or if they are familiar with any other stories from the collection. If necessary, explain that the story of Aladdin is part of the tales. Randomly select a few students to share.



- Tell students that the main character in this story is often overshadowed by his older brother. Use **Team Huddle** to have students discuss whether they have ever felt overshadowed by an older sibling or friend. Use **Random Reporter** to select students to share.

Vocabulary TP

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



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

Word and Page Number	Identification Strategy	Definition	Sentence
awkwardly page 23	base word + ending: awkward + ly	clumsily, not smoothly	The little lamb stumbled <i>awkwardly</i> on its legs the first time it tried to walk.

Word and Page Number	Identification Strategy	Definition	Sentence
grimace page 23	chunk: grim-ace	make a face because of pain or discomfort, wince	I had to <i>grimace</i> when I hit my thumb with a hammer.
brilliant page 27	chunk: bril- liant	very smart, intelligent	The scientist was known all over the world for his <i>brilliant</i> ideas.
conspiring page 31	base word + ending: conspir(e) + ing	planning together	Joey and Bill were <i>conspiring</i> to throw Monique a surprise party.
address page 31	chunk: ad- dress	speak to	The students paid attention as the teacher stood to <i>address</i> the class.
informative page 35	chunk: in-form-a- tive	educational, full of information	Harold watched an <i>informative</i> show about dinosaurs and learned a lot from it.
nuisance page 35	-ui = /oo/ chunk: nui- sance	bother, pest	The picnic went smoothly, but the ants were a bit of a <i>nuisance</i> .
suppress page 36	chunk: sup- press	keep quiet, keep secret	Julie tried to <i>suppress</i> her laughter because her mother had told her to go to sleep.

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 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 partners 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 information is the most important 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 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, keeping it short). Explain to students that they will use these cards to help remember the steps of summarizing as they read.
- Ask students to look at the literature side of their Summarizing Strategy Cards as they 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 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 the main characters.
- 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 (Or, an Introduction of Sorts)

Everyone has heard of Sinbad the Sailor, who sailed the Seven Seas in search of fame and fortune. Stories of Sinbad's adventures have come down through the ages, and an untold number of children have listened, as their weary eyes closed for the night, to Sinbad's swashbuckling sagas. Indeed, Sinbad the Sailor's legend will live on, and tales of bravery on the ocean will entertain children of all ages for centuries to come.

But perhaps not everyone has heard of his less famous brother, Somewhat the Simpleton.

Somewhat the Simpleton, alas, never fared as well as his older brother. As young boys, they would ride their horses over the green hills of Crete, their home. Sinbad was a master of riding, and he would gallop on his horse with confidence and style over the hills. Somewhat would try to keep up, yet would find himself falling from his own horse, for he knew not how to lash a saddle tight.

Other days, the boys would practice archery. Sinbad would shoot his arrows straight and true and hit targets with his eyes closed. Somewhat would try to do the same, but his arrows would not fly true. Never would they hit the target. People would say that when Somewhat the Simpleton was practicing his archery, nowhere in Greece was safe, for nobody knew where his arrows would go.

When Sinbad would play his lyre, beautiful music would waft over the air, and people would stop what they were doing and listen to the lovely sounds. But when Somewhat practiced his lyre, it would make the most awful sounds, for Somewhat knew not how to play the correct chords. So, people often wondered whether Somewhat the Simpleton would amount to much.

Gentle reader, this is the story of Somewhat the Simpleton, how he valiantly fought the vicious Sea Beast of the East Sea with his friend Molly Merriweather and became known as Somewhat the Sailor. So, my friend, the wind has picked up, the sun is shining bright over the waves, the sailors are unfurling the sails, and it is time to sail. Come along.

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

The pages I just read give me a lot of information about this story. They tell me some important details about the story elements—the main characters, the setting, the problem, and the ending—so I'm going to list this information on a piece of chart paper. I'll start by writing down: "Main Characters: Somewhat the Sailor and his friend Molly Merriweather." I know that Somewhat the Sailor was never famous, at least not until he fought the Sea Beast of the East Sea. I think that's probably part of the main problem in the story, so I'll write: "Problem: Somewhat the Sailor will have to fight a beast." I might also know the ending of the story, so I'll write: "Somewhat the Sailor became famous for fighting the Sea Beast of the East Sea." Since these pages tell me something about the story elements, they summarize *Somewhat the Sailor*. As we read, we'll find out more about these elements.

- 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 what 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 things like the fact that Sinbad the Sailor plays his lyre really well and is good at archery. I listed only what I thought the author would most want me to know about the story before reading *Somewhat the Sailor*.

Preview Team Talk

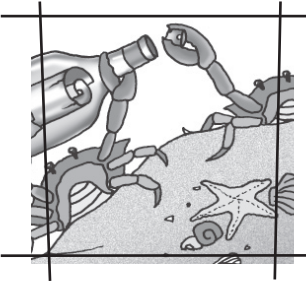
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-6

Team Talk

1. What are the most-important events and ideas from page 23 (paragraphs 1–5) of the story? Write a short summary of this passage using at least three important events. (Write-On) |SU|
2. Do you think Somewhat thinks he has good luck in life? Why or why not? |DC|
3. What does the word *limped* mean on page 24? How can you tell? |CL|
4. What happens **after** Somewhat sits down to read his letter? |SQ|
 - a. He stubs his toe.
 - b. He burns his lip.
 - c. He drops the letter.
 - d. He dries the letter.

- 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 1–5) aloud with partners.
pages 23 (paragraph 6) 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. What are the most-important events and ideas from page 23 (paragraphs 1–5) of the story? Write a short summary of this passage using at least three important events. (Write-On) |SU|

100 points = *Somewhat is clumsy. He burns his thumb while making breakfast. He stubs his toe while getting the mail. He is waiting for a letter from his brother Sinbad, who is sailing the Seven Seas. He goes to greet the postman.* **90 points** = *Somewhat is clumsy. He burns his thumb and stubs his toe. He is waiting for a letter from his brother, who is sailing.* **80 points** = *Somewhat is clumsy and hurts himself. He is waiting for a letter from his brother.*

Team Talk *continued*

2. Do you think Somewhat thinks he has good luck in life? Why or why not? |DCI|

100 points = No. I don't think Somewhat thinks he has good luck in life. He says that bad things always seem to happen to him. It's early in the day, and he's already burned his thumb, stubbed his toe, and dropped his mail.

He thinks more will happen to him. **90 points** = No. I don't think Somewhat thinks he has good luck in life. He says that bad things always seem to happen to him. **80 points** = No. He says bad things always happen to him.

3. What does the word *limped* mean on page 24? How can you tell? |CL|

100 points = The word limped on page 24 means to walk awkwardly, as if in pain. I can tell because I know Somewhat is in pain after stubbing his toe. I don't think he can walk normally. He's trying not to hurt his toe even more.

90 points = The word limped on page 24 means to walk awkwardly, as if in pain. I can tell because I don't think Somewhat can walk normally after stubbing his toe.

80 points = It means to walk awkwardly, as if in pain. Somewhat stubbed his toe, and it hurts.

4. What happens **after** Somewhat sits down to read his letter? |SQ|

- a. He stubs his toe.
- b. He burns his lip.
- c. He drops the letter.
- d. He dries the letter.

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

Class Discussion **TP**

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

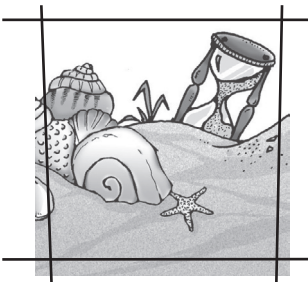
Strategy-Use
Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>What are some things Somewhat might do to stop having so many accidents?</p> <p>Somewhat is referred to as “Somewhat the Simpleton.” What do you think the word <i>simpleton</i> means? How did you figure that out?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>What are some things Somewhat might do to stop having so many accidents?</p> <p>Somewhat is referred to as “Somewhat the Simpleton.” What do you think the word <i>simpleton</i> means? How did you figure that out?</p>	

- Award team celebration points.

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

Timing Goal: 5 minutes

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

Page 23 (paragraphs 1–3)

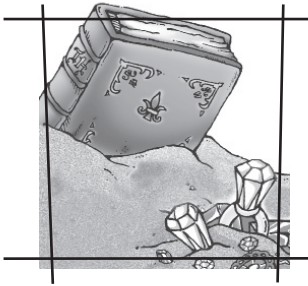
- Ask students to use the Fluency rubric as they practice giving you feedback.

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

Team Celebration Points

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary **TP**

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



Strategic Review

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



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

How does Somewhat feel about his clumsiness?

Listening Comprehension



- Read pages 25 and 26 aloud. 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,
pages 25 and 26

This is the letter:

Dear Brother,

It is with great respect that I write to you this day. Recent events have tested me and my valiant crew of sailors. We sailed, of late, from Corsica to Crete, on the sixth of the Seven Seas. The journey was jubilant at first, for the wind was at our backs and we sailed smoothly.

But then, disaster struck.

On the ninth night (or, was it the eighth eve? I don't recall), a storm struck. It was unlike any storm I've ever sailed through. The wind was a monster that ripped at our riggings and slashed at our sails. The many blows of the gale force winds mangled the mast.

We lost many sailors that night, dear brother. My crew of brave men, which numbered one hundred before we set sail from Corsica, was reduced to but five sailors. And the other bad news is that we lost the ship. My beautiful ship, taken from me by the winds! Oh, brother, the five men and I had to escape in a lifeboat as the ship sank! Never have I been so sad.

Still, dear brother, I am at a loss right now. Though the five men and I escaped from the storm and arrived safely ashore in Crete, they have deserted me. The men said they could not face the dangers of the sea again.

Dear brother, I have heard of vast riches that lie just beyond the East Sea, yet I have no ship and no crew. This is why I write to you.

Mr. Moneypenny, the banker in town, knows of my gold holdings. I have sent a letter also to him. In it, I have instructed him to give to you from my account as many gold pieces as you need to hire a crew, rent a ship, and sail to meet me in Crete.

Somewhat, dear brother, please do as I ask. Do it for the honor of our brotherhood. Do it for the riches that we could share, if only we can reach the islands past the East Sea.

I await your response, or your arrival.

Bravely yours,
Sinbad the Sailor

I'm going to think about the story elements to help me decide what information is the most important on these pages. "Somewhat's brother has wrecked his ship." "Somewhat needs to get money from the bank." "Somewhat needs to hire a ship and sail to his brother." These are all important ideas because they're part of the story's main plot.

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 what important information was more important and what information 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 the name of the banker, Mr. Moneypenny. It's a funny name for a banker, but it's not very important.

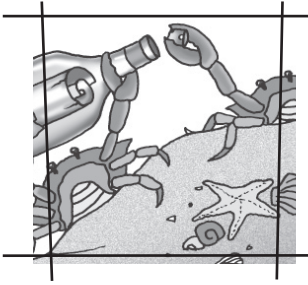
Preview Team Talk

- 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-6

Team Talk

1. Is Somewhat a confident person? How can you tell? |CH|
2. What are the most-important events and ideas from page 27 (paragraphs 1–4) of the story? Write a short summary of this passage using at least three important events. (Write-On) |SU|
3. Why does Somewhat make sure the stove is turned off? |CE|
4. How is Molly's attitude different from Somewhat's attitude? How can you tell? |CH • CC|



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 27 (paragraphs 1–4) aloud with partners.
pages 27 (paragraph 5) and 28 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. Is Somewhat a confident person? How can you tell? |CH|

100 points = No. Somewhat isn't a very confident person. He doesn't think he can do what his brother asks him to do. He is afraid of the sea, which is why he lives on land. **90 points** = No. Somewhat isn't a very confident person. He doesn't think he can help his brother. **80 points** = No. He doesn't think he can help.

2. What are the most-important events and ideas from page 27 (paragraphs 1–4) of the story? Write a short summary of this passage using at least three important events. (Write-On) |SU|

100 points = Somewhat can't believe Sinbad is asking him for help. He is afraid of the sea. He decides to ask Molly Merriweather for help. She is his oldest friend. **90 points** = Somewhat can't believe Sinbad needs help. He is afraid. He decides to ask his oldest friend Molly Merriweather for help. **80 points** = Somewhat is afraid to help Sinbad. He decides to ask his oldest friend Molly Merriweather for help.

Team Talk *continued*

3. Why does Somewhat make sure the stove is turned off? |CE|

100 points = *Somewhat makes sure the stove is turned off because he remembers a time when he forgot to turn it off. He singed the silk curtains in the kitchen.* **90 points** = *Somewhat makes sure the stove is turned off because he remembers singeing the curtains.* **80 points** = *He remembers when he singed the curtains.*

4. How is Molly’s attitude different from Somewhat’s attitude? How can you tell? |CH • CCI

100 points = *Molly’s attitude is different from Somewhat’s attitude because Molly is always cheerful. She is happy and greets Somewhat happily. Somewhat is not always cheerful. He usually hurts himself or does something clumsy that upsets him.* **90 points** = *Molly’s attitude is different from Somewhat’s attitude because Molly is always cheerful. Somewhat is not always cheerful because he does something clumsy.* **80 points** = *Molly is always cheerful. Somewhat is not.*

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

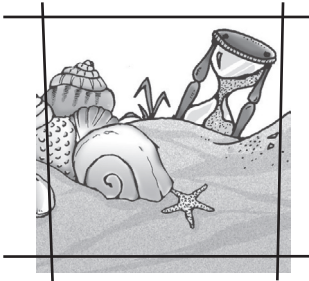
Class Discussion **TP**



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
Team Talk Extenders	<p>Somewhat turns to Molly for advice. Why is it helpful to have others help you in making decisions?</p> <p>Whom do you go to when you need advice? Why do you go to this person?</p> <p>Molly is a cheerful person. Do you think that if Somewhat just tried to be more cheerful like her, his luck would change? Why or why not?</p>
	<ul style="list-style-type: none"> – Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

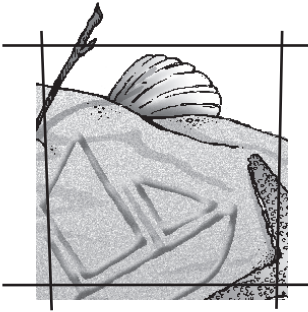
Timing Goal: 5 minutes

- 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 27 (paragraphs 1–3)

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



WORD POWER TP

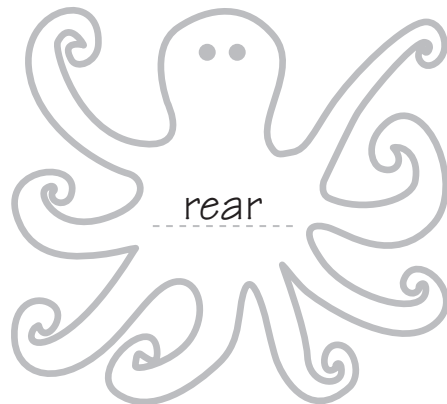
Timing Goal: 10 minutes

Preparation: Display the word *stale*.



- Direct students 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 definition for *stale*. List the definitions on the board or chart paper. *Old or not fresh, musty or still, not exciting.*
- 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 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 our multiple meanings on them.
- Display the graphic of the octopus. Write the word “rear” in 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. *The back of something, to raise.*

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 be on the lookout 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,
pages S-6 and S-7

Skill Practice

1. Read the following sentence.
The strong winds and blowing snow drove me to cancel my plans and stay home. Which of the following sentences uses *drove* the same way?
 - a. My dad drove me to my friend’s house to spend the night.
 - b. *The extreme heat of the afternoon drove us inside where it was cooler.*
 - c. The cowboys drove their cattle across the country to take them to market.
 - d. Our coach drove us to the pizza parlor after the game to celebrate.

2. Read the following sentence.
My cat loves it when you stroke her fur with the brush. Which of the following sentences uses *stroke* the same way?
 - a. Ron knew he would have to work on his stroke if he wanted to golf well.
 - b. The blacksmith dealt the metal a mighty stroke with his hammer.
 - c. *One way to calm a scared dog down is to talk quietly and stroke it.*
 - d. Tara’s grandfather suffered a stroke, but he was okay after a few days.

Building Meaning

awkwardly	grimace	brilliant	conspiring
address	informative	nuisance	suppress

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*

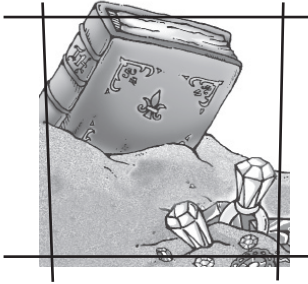
4. Choose the word that best fits in the blank.
The exhibit at the museum was very informative, and I learned a lot about *T. rex*.



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

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

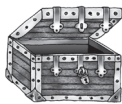
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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



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

Why does Somewhat go to Molly?

Listening Comprehension



- Read pages 29 and 30 aloud, pausing briefly after each page to retell in your own words what has 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 29 and 30

Molly's eyes widened as she read the letter. She gasped in astonishment at the surprising parts about the dangerous storm. She whistled softly when she read of Sinbad's request. When she finished, she folded the letter and handed it back to Somewhat.

"What shall I do, Molly?" Somewhat asked.

For but a brief moment, Molly's brow furrowed. Then, in an instant, the cheer came back to her face. She triumphantly declared, "We shall do as your brother asks!"

Somewhat was confused. "We?" he asked quizzically. "What do you mean, 'we?'"

Molly said brightly, "Somewhat, I have been thinking about taking a vacation anyway. Let's make it the grandest of all vacations! Let us rent a boat, hire a crew, and set sail to help your brother!"

Somewhat had hoped that Molly would say he shouldn't go sailing on the dangerous seas. But somewhere, deep inside, he knew what she would say. Somewhat was terrified by the idea, and he said so. "But Molly, dear friend," he cried, "I'm too frightened!"

Molly reached across the counter and patted his hand. "You're not frightened, Somewhat," she said. "You perhaps lack confidence. That is all. Now, I shall make a sign telling my customers that I'm on vacation, and ask them to be sure to turn the lights out if they help themselves to coffee and scones while I'm gone. You, stop worrying about things and go to Mr. Moneypenny and ask him to give you money from your brother's account. I think 2,000 gold pieces should suffice. I'll meet you at the East docks in twenty minutes."

Somewhat's head was spinning. Everything was happening so fast! But deep inside, he trusted Molly Merriweather. She always made the right choices. So he bade her farewell for the moment and left the restaurant.

He walked up the street to the bank, took off his hat, and went inside. There were no customers at that hour of the morning, so Somewhat and Mr. Moneypenny were the only people in the bank.

"Ah, Mr. Somewhat," said Mr. Moneypenny. "I've been expecting you. I've received your brother's letter."

(continued on next page)

Somewhat cleared his throat. Nervously, he said, “Mr. Moneypenny, sir, may I withdraw 2,000 gold pieces from my brother’s account?”

Mr. Moneypenny chuckled. He said, “I knew it would be that amount. My good friend Mr. Boatswain, the shipbuilder, has told me that’s what it would cost for a ship and a crew.” He handed Somewhat two sacks of gold. Then he said, “I’ve also taken the liberty of telling Mr. Boatswain that you’d be going to see him. He’s selected a fine sailing ship for your use. He has also assembled a fine crew of sailors. They’re at the East dock, awaiting.”

Indeed, things were moving quite fast!

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

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 Molly says she’ll go with Somewhat. I also think it’s important that Somewhat goes to the bank to get the money. He also learns that a crew and a ship are already waiting for him. I’ll add these ideas to the chart. Write and display these ideas on chart paper.

- Point out that you used the story elements on the Summarizing Strategy Card to help 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, #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.

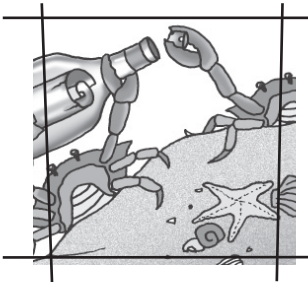
Student Edition, page S-7

Team Talk

1. Tell how the author tries to use humor in this section. |LT|
2. What are the most-important events and ideas from page 31 of the story? Write a short summary of this page using at least three important events. (Write-On) |SU|

Team Talk *continued*

3. The crew cheers for a **third** time because— |SQ • CE|
 - a. they are happy to meet their captain.
 - b. they hear how much they'll be paid.
 - c. they like the idea of sailing east.
 - d. they like the joke Molly tells them.
4. Do you think Somewhat will enjoy the voyage? Support your prediction with evidence from the story. |PR|

**TEAMWORK**

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 31 aloud with partners.
page 32 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. Tell how the author tries to use humor in this section. |LT|

100 points = *The author tries to use humor by showing some funny examples of people not understanding one another. For example, one of the sailors hears the phrase “sea quest” as “seek a west.” Also the Spanish sailor says “Si! Si!” which sounds like the “I see! I see!” shouted by another sailor.* **90 points** = *The author tries to use humor by showing some funny examples of people not understanding one another. For example, one of the sailors hears the phrase “sea quest” as “seek a west.”* **80 points** = *He shows some funny examples of people not understanding one another.*

2. What are the most-important events and ideas from page 31 of the story?

Write a short summary of this page using at least three important events.

(Write-On) |SU|

100 points = *Somewhat thinks everyone is conspiring to make him go on the voyage. He doesn't want to disappoint his friends. He meets the sailors who will go on the voyage with him. He tells them they will sail to the East Sea.* **90 points** = *Somewhat thinks everyone is conspiring against him. He doesn't want to disappoint them. He meets his sailors. He tells them they will sail to the East Sea.* **80 points** = *Somewhat thinks everyone is conspiring against him. He doesn't want to disappoint them. He tells the sailors they will sail east.*

3. The crew cheers for a **third** time because— |SQ • CE|

- they are happy to meet their captain.
- they hear how much they'll be paid.
- they like the idea of sailing east.
- they like the joke Molly tells them.

4. Do you think Somewhat will enjoy the voyage? Support your prediction with evidence from the story. |PR|

100 points = *Yes. I think Somewhat will enjoy the voyage. Somewhat enjoys being called Captain. The ship's crew also seems like a good group of people who like to laugh and joke.* **90 points** = *Yes. I think Somewhat will enjoy the voyage. Somewhat enjoys being called Captain. The crew seems nice.* **80 points** = *Yes. He likes being called Captain.*

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

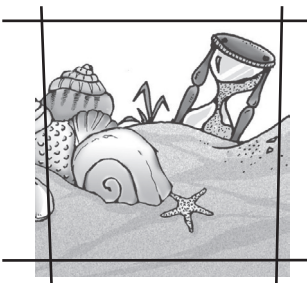
Class Discussion **TP**

Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders
<p>Do you think you'd enjoy going on a trip with these sailors? Why?</p> <p>Mr. Boatswain calls Somewhat the captain. Do you think Somewhat will make a good ship's captain? Why or why not? What qualities do you think a ship's captain needs?</p>	
<ul style="list-style-type: none"> – Award team celebration points. 	

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

Timing Goal: 5 minutes

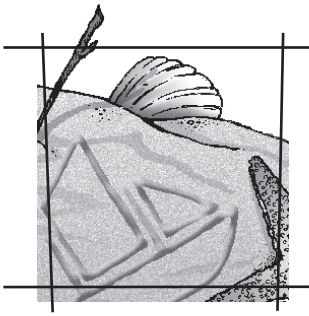
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-5

Page 27 (paragraphs 1–3) or 31 (paragraphs 4–10)

- 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. *The homograph is address.*
- Display the graphic of the octopus. Write the word “address” 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, listing each definition on a different leg of the octopus. *A speech, a location, to prepare for something, to speak to people, a manner of speech, etc.*

tps

th



- 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-7 and S-8

Skill Practice

1. Read the following sentence.
I decided to sleep in the top bunk when I got to my cabin at summer camp.
Which of the following sentences uses *bunk* the same way?
 - a. *The seas were so rough that sailors were knocked out of their bunks during the night.*
 - b. "I never heard such bunk in my life!" Joe said when he heard the rumors at school.
 - c. It's against school rules to bunk a day of classes so you can go to the mall.
 - d. The stories about a sasquatch or abominable snowman are a lot of bunk.

2. Read the following sentence.
Even a thin coating of ice on the sidewalk can cause you to slip and fall.
Which of the following sentences uses *slip* the same way?
 - a. My mom says you should wear a slip under dresses to reduce static.
 - b. Constance traded Marco a slip of paper for a new eraser.
 - c. I decided to slip out of the room quietly when the baby fell asleep.
 - d. *The wet bathroom floor almost made me slip, but I caught myself in time.*

Building Meaning

awkwardly	grimace	brilliant	conspiring
address	informative	nuisance	suppress

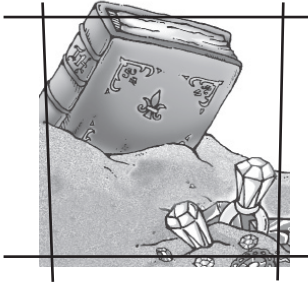
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

4. We all went to the lecture to hear the brilliant scholar talk about her great ideas. *Brilliant* means—
 - a. uncomplicated.
 - b. shining.
 - c. *intelligent.*
 - d. dull.

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

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

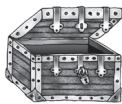
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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

**Strategic Review**

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

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

Does Somewhat like how his voyage is starting out?

Listening Comprehension



- Read pages 33 and 34 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 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 33 and 34

Book the Second (Or, Chapter 2)

The crew of the *Golden Fleece* had been sailing for a fortnight, or two weeks. The days had been perfect for sailing. A strong breeze blew the ship along, and the crew was making good time. The nights were calm, and not a drop of rain had fallen. Mr. Boatswain, although he called Somewhat the “Captain,” controlled the crew of sailors well. Reader, have you heard the phrase “he runs a tight ship?” Well, that’s exactly what Mr. Boatswain did. The men and women of the crew seemed to be having the time of their lives. They would whistle as they lowered the boom, came about, and swabbed the deck. There was a general air of happiness about the crew.

Somewhat, on the other hand, wasn’t enjoying himself quite as much. One of the reasons he didn’t sail much, aside from the fact that he was dreadfully afraid of the sea, was his seasickness. If you were to look at Somewhat the Simpleton, you might wonder why he had a green tint to his face. Whenever Somewhat was aboard a ship, he felt continually queasy. That was the case on this voyage. He spent all of his days below deck, listening to his rumbling stomach.

“Molly, dear friend,” Somewhat said one afternoon as they sat in his cabin together. “I feel terrible. I feel as though my insides are upside down. What can I do?”

Molly looked at her friend and chuckled. She took his hand. Tenderly, she said, “Oh, Somewhat. You’re seasick. One way to get over seasickness is to go up to the deck. You need some fresh air. Also, looking at the horizon helps with seasickness. Come with me.” She stood up from her place at his table.

“Dear Molly,” Somewhat said, “I can’t bear to face the sea. What if I fall in? What if a giant wave knocks me into the water?”

Molly held her friend’s hand tighter. “Somewhat,” she said, “do you remember what I said about confidence? You need to face your fears. And, if you do, I promise you’ll feel better.”

(continued on next page)

Somewhat, as always, trusted Molly. “Okay, dear friend,” he said, “I’ll try it.” Hand in hand, the two walked up into the sunshine. Somewhat breathed the salty sea air. He felt the sunshine warm his face. Almost immediately, he felt better. “Ahoy, Captain Somewhat!” called Mr. Boatswain from the helm.

“Hello, Mr. Boatswain,” responded Somewhat. “I wonder if you might give me a tour of the ship?”

“Indeed, sir!” shouted Mr. Boatswain.

“Well done, friend, you did it,” said Molly.

“Thank you, Molly,” said Somewhat. “Now, Mr. Boatswain, where were we?”

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

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 the setting is now on the boat, at sea. Because of that, Somewhat is seasick. Molly helps him get over his seasickness. These are all important events from the story, so I’ll add them to our chart. Write and display these events on your chart.

- 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, #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.

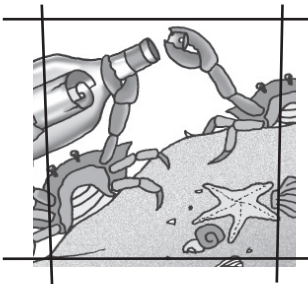
Student Edition, page S-8

Team Talk

1. What lesson does Molly want Somewhat to learn from this voyage? |CE|
2. What are the most-important events and ideas from page 35 (paragraphs 1–6) of the story? Write a short summary of this passage using at least three important events. (Write-On) |SU|

Team Talk *continued*

3. Which of the following means the same as the word *sprightly* on page 36? |CL|
- quick
 - slow
 - angry
 - cautious
- Tell how you figured this out.
4. Why do you think the author ends this section with the sentence “If only that were the case”? |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 35 (paragraphs 1–6) aloud with partners.
pages 35 (paragraph 7) and 36 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. What lesson does Molly want Somewhat to learn from this voyage? |CE|

100 points = *The lesson Molly wants Somewhat to learn from this voyage is that if you face your fears, you can do anything. She thinks Somewhat is a lot more confident now.* **90 points** = *The lesson Molly wants Somewhat to learn from this voyage is that if you face your fears, you can do anything.* **80 points** = *If you face your fears, you can do anything.*

2. What are the most-important events and ideas from page 35 (paragraphs 1–6) of the story? Write a short summary of this passage using at least three important events. (Write-On) |SU|

100 points = *Somewhat finishes his tour of the ship with Mr. Boatswain. He says he would like to help the crew if he can. He tells Molly how much he enjoys the sea air and the sun. Molly is surprised by the change in Somewhat.* **90 points** = *Somewhat finishes his tour of the ship. He says he would like to help if he can. He tells Molly how much he enjoys the sea. Molly is surprised.* **80 points** = *Somewhat finishes his tour. He wants to help. He says he enjoys the sea. Molly is surprised.*

3. Which of the following means the same as the word *sprightly* on page 36? |CL|

- quick
- slow
- angry
- cautious

Tell how you figured this out.

100 points = *I figured this out by rereading the text. The text says Somewhat springs up from the deck after he falls. That's something you do quickly or angrily. Since Somewhat is grinning, I know that he's not angry. It has to mean quick.* **90 points** = *I figured this out by rereading the text. The text says Somewhat springs up from the deck after he falls. Somewhat seems like he's in a good mood, so he did it quickly.* **80 points** = *He springs up after he falls. He's in a good mood, so he must have done it quickly.*

4. Why do you think the author ends this section with the sentence “If only that were the case”? |DC|

100 points = *I think the author ends this section with the sentence “If only that were the case” because he is letting the reader know that things are going to go wrong soon. There must be trouble ahead for their voyage.* **90 points** = *I think the author ends this section with the sentence “If only that were the case” because he is letting the reader know that things are going to go wrong.* **80 points** = *He is letting the reader know that things are going to go wrong.*

- 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

How has Molly helped Somewhat in the story so far?

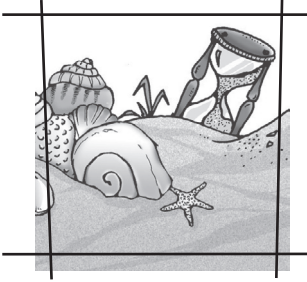
Does Somewhat react to his clumsiness the same way after tripping on the rope as he did earlier in the story? What does this say about Somewhat?

Make a prediction about what you think might go wrong in the voyage.

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

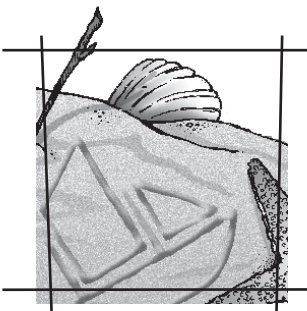
Timing Goal: 5 minutes

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

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Page 27 (paragraphs 1–3), 31 (paragraphs 4–10), or 35 (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 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.*

Preparation: Display the Word Power Challenge.

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

Word Power Challenge

A snake must have liked the dark _____ in the backyard because we found a lot of skins that it had _____ in there.



- Use **Random Reporter** to select students to read each sentence aloud and identify the missing homograph. Have students provide definitions for the homographs. Shed = *a small building, to remove or cast off*.
- 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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pages S-8 and S-9

Skill Practice

- Read the following sentence.

A person in a wheelchair needs a ramp so he or she can roll up inclines.

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

- The students began to ramp up their energy during the pep rally.
- The angry squirrel ramped about when it saw that something had stolen his nuts.
- The toddler was ramping and raging in the store when he didn't get his way.
- The ramp was less steep than the stairs, so we walked up that instead.*

- Read the following sentence.

The sea ground the rock down slowly until it became sand.

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

- The plane was grounded until officials were sure it was safe to fly.
- I ground the pepper into small pieces so no one would get a spicy shock.*
- The ground seemed to move and sway after stepping off the boat.
- "You are grounded for lying about your homework," Felix's mom said.

Building Meaning			
awkwardly	grimace	brilliant	conspiring
address	informative	nuisance	suppress

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

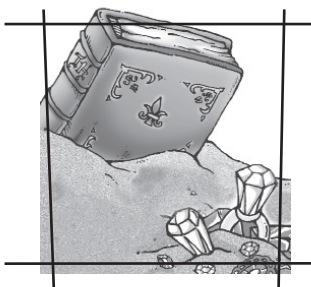
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

“Stop being such a nuisance, and leave me alone!” Cantrell shouted.

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



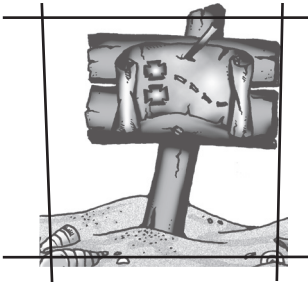
In yesterday's reading, *Somewhat* was feeling a lot more confident than earlier in the story. Today we will find out what happens to make the voyage go from pleasant to terrifying.

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

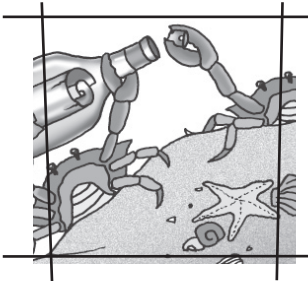
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #6 asks about summarizing.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they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

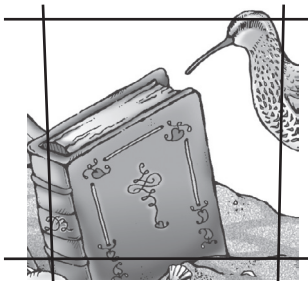
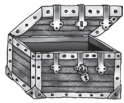
Team Discussion **TP**

- 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 that they made to the targeted skill question.
- Award team celebration points.



Class Discussion **TP**

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

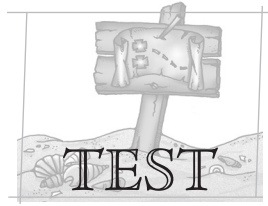


BOOK CLUB

Timing Goal: 20 minutes

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

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



Comprehension Questions

Read pages 37 and 38 of *Somewhat the Sailor*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. How can you tell that Somewhat is not very confident at the beginning of the story? |CH|

20 points = *I can tell that Somewhat is not very confident at the beginning of the story because he does not think he can help his brother, Sinbad. He is afraid of sailing. He also gets upset when he does clumsy things.*

15 points = *I can tell that Somewhat is not very confident at the beginning of the story because he does not think he can help his brother, Sinbad. He is afraid.* **10 points** = *He doesn't think he can help Sinbad because he's afraid.*

10 points

2. Why does Somewhat make sure he turns off the stove before leaving to see Molly? |CE|
- He doesn't want someone to burn themselves.
 - He doesn't want to start his first fire.
 - He forgot once and burned the drapes.*
 - He wants to save fuel for another day.

20 points

3. Why do you think the author uses humor in the story? Support your answer with clues from the text. |DC|

20 points = *I think the author uses humor in the story to make you laugh at Somewhat and his problems. Somewhat is clumsy and unsure of himself. It's funny to see Somewhat have trouble talking with his crew at first.*

15 points = *I think the author uses humor in the story to make you laugh at Somewhat and his problems.* **10 points** = *He makes you laugh at Somewhat and his problems.*

10 points

4. The day on the ship starts off— |CC|
- the same as other mornings.*
 - darker and scarier than other mornings.
 - better than the previous morning.
 - louder and rockier than other mornings.

20 points

5. Use sequence words to describe what happens to disrupt the *Golden Fleece's* voyage. |SQ|

20 points = First, the crew hears a loud rumbling sound coming from beneath the sea. The sound continues getting louder and louder. Then, the sea in front of the ship begins to bubble. After that, the sea grows more violent and froths, boils, and rumbles. **15 points** = First, the crew hears a loud rumbling sound beneath the sea. Then, the sea begins to bubble. Next, the sea froths, boils, and rumbles. **10 points** = First, the crew hears a loud rumbling sound. Then, the sea begins to bubble. Next, it froths, boils, and rumbles.

20 points

6. What are the most-important events and ideas from today's reading? Write a short summary of this passage using at least three important events. |SU|

20 points = The day started normally, and the crew of the Golden Fleece worked around the boat. Around one o'clock, the crew heard a rumbling noise come from the sea, then it began bubbling and churning. Mr. Boatswain runs to look at an atlas. He realizes that they have sailed over the lair of the Sea Beast of the East Sea. **15 points** = The day started normally, and the crew worked around the boat. The crew began hearing rumbling sounds and saw the sea bubble and churn. Mr. Boatswain realizes that they have sailed over the lair of the Sea Beast. **10 points** = The day started normally. They heard rumbling sounds and saw the sea bubble and churn. Mr. Boatswain says they sailed over the lair of the Sea Beast.

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.

The base of my tower wasn't very strong because the blocks I used to build it were smaller than the ones on top.

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

- The new movie is based on a book written by my favorite author.
- When making a human pyramid, the strongest cheerleaders will always form the base.
- A ballplayer has to reach base before someone tags him or it with the ball.
- Most pasta sauces have a tomato base, but you can also use cheese or olive oil.

5 points

2. Read the following sentence.

“Don’t skirt the issue, Governor, we need to talk about raising taxes more than naming baseball teams,” the advisor said.

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

- a. There is nothing nicer than that first warm day of spring when you can wear a skirt.
- b. A line of trees skirts our yard and almost blocks our house from view.
- c. My bed has a ruffled skirt along the bottom edge to hide the mess under it.
- d. *Montel kept skirting the issue of his grades because he didn’t want to discuss them.*

5 points

3. Read the following sentence.

Corinna had so many art supplies that she needed a tote on wheels to carry them to and from school.

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

- a. *I made myself a tote for groceries so I didn’t have to use plastic or paper bags.*
- b. Greg always totes a pen because he never knows when he might want to write something down.
- c. The bellboy will tote our luggage up to the hotel room while we finish signing in.
- d. “I could use some help toting all this equipment to the field,” Coach Paul hinted.

5 points

4. Read the following sentence.

High tide is the best time to surf because the waves are large and powerful.

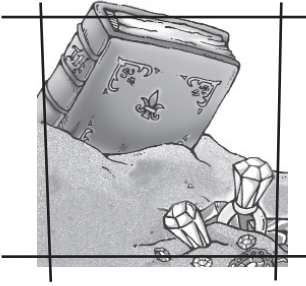
Which of the following sentences uses *tide* the same way?

- a. The tide of opinions about the president changes every day.
- b. A small snack in the morning and afternoon can tide you over between meals.
- c. The battle at Gettysburg turned the tide of the Civil War in the North’s favor.
- d. *Fishermen always know the tides because it helps them know the best times to fish.*

Building Meaning

awkwardly	grimace	brilliant	conspiring
address	informative	nuisance	suppress

- 10 points** 5. Write a meaningful sentence for the word *grimace*.
10 points = John knew his dad was trying not to grimace after he saw the window that John broke with the baseball. **5 points** = John knew his dad was trying not to grimace after he saw the broken window. **1 point** = John knew his dad was trying not to grimace.
- 10 points** 6. Quentin was *conspiring* with Martin to trick Mimi later in the day.
- 10 points** 7. When I hear my mother address me as “Robert James” instead of just “Bobby,” I know I’m in big trouble. *Address* means—
- introduce.
 - frown at.
 - ignore.
 - speak to*.
- 10 points** 8. The dancer forgot her steps and stumbled *awkwardly* as she tried to finish the routine.
- 10 points** 9. The mosquito buzzing around my head was a real nuisance on an otherwise pleasant summer night. *Nuisance* means—
- delight.
 - joy.
 - bother*.
 - friend.
- 10 points** 10. “What a *brilliant* idea!” Maria exclaimed when she saw the basket Holly added to her bike to carry her books.
- 10 points** 11. Mr. Johnson tried to suppress his class’s displeasure by telling them that they could play a game after the pop quiz. *Suppress* means—
- keep quiet*.
 - encourage.
 - continue.
 - keep excited.
- 10 points** 12. The best newspaper articles are *informative* pieces that help readers learn about the news.

**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 *Somewhat the Sailor*. How might you summarize a familiar story for a person younger than you?

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing a summary.

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

- Explain that this cycle students will write summaries of familiar stories that they might tell to younger children. If necessary, give a few examples of stories students might retell.
- Display the following excerpt from a story. Read the excerpt aloud to students.

Blackline master provided.

Snow White

Once upon a time, a queen gave birth to a beautiful daughter with hair as black as a raven's feathers and cheeks as white as snow. She decided to name her baby Snow White. Soon after, the queen passed away.

The king soon married another woman, who became Snow White's stepmother. Her stepmother was vain about her looks. She had a magic mirror, and each day she asked it, "Mirror, mirror, on the wall, who is the fairest lady in the land?"

The mirror always answered, "You, my queen!" until one day: Snow White's eighteenth birthday. On that day, the mirror announced that Snow White was the most beautiful lady in the land.

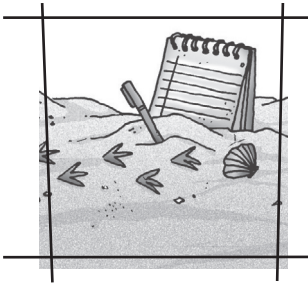
Extremely jealous, Snow White's stepmother ordered the palace huntsman to take Snow White into the far woods and kill her. The huntsman obeyed the evil queen out of fear and took Snow White with him into the woods, but he could not bear to kill her. She was too kind and beautiful. He told her to run far away and to never return to the kingdom, for the queen would surely find another way to kill her.

Afraid, Snow White ran and ran through the woods until she was exhausted. Just as she thought she could run no further, she came upon a quaint little house in a clearing. She stumbled to the door and knocked, calling to those who lived there.

No one answered, but Snow White was desperate. She was tired and very hungry. She could smell something cooking in the kitchen. Snow White tried the doorknob and discovered that the door was unlocked. She quietly twisted the knob and crept inside.



- Tell students to work in their groups to tell the most-important events in the excerpt from *Snow White*. Use **Random Reporter** to share responses. *A queen gives birth to a little girl with black hair and pale skin. She names her Snow White. After she dies, the king remarries. The new queen wants to be the most beautiful lady in the land. When she learns that Snow White is the most beautiful, she orders the huntsman to kill her. The huntsman tells her to run away. Snow White runs until she finds a little house in the clearing.*
- Tell students that they will choose a familiar story to summarize for younger children. Tell students they will have to think about how to keep the story 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.

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

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

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

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

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

Sample Graphic Organizer

Story Map



Title: *Snow White*

Characters:

Snow White
the evil queen/Snow White's stepmother
the seven dwarves
the prince

Setting:

Where:

When:

Problem:

Snow White's evil stepmother wants to kill her because Snow White is the most beautiful lady in the land.

Event: *Snow White runs away into the woods and finds the dwarves' home.*

Event: *The evil queen discovers Snow White is still alive and disguises herself as an old woman to give Snow White a poisoned apple to eat.*

Event: *The dwarves chase the queen and kill her.*

Event: *They place Snow White's body in a crystal coffin.*

Event: *A prince rides by and sees Snow White in her coffin. He kisses her, and Snow White wakes up.*

Solution:

Snow White and the prince marry and return to the kingdom to live happily ever after.

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**
- Tell students to help one another identify where they may have included unimportant information in their summaries.

Remember that in your summaries, you only want to tell the big events and ideas from the story. Your summary should not have too many unimportant details from the original story. You can help your partners identify where they may have included too many unimportant details.

- Display the following excerpt from a summary. Ask a volunteer to read the excerpt aloud to the class.

Blackline master provided.

The dwarves were happy to have Snow White live with them and promised to help her stay safe from the evil queen. Snow White decided to repay them for their kindness by taking care of their house while they worked in the mines. She cooked meals for them, cleaned, did laundry, and tended the garden while they were gone.



- Use **Team Huddle** to have students identify how the author could make changes to this excerpt to make it a better summary. Use **Random Reporter** to select students to share. (*Answers may vary.*) *The author could say, “The dwarves were happy to protect Snow White, and in return, Snow White cleaned and took care of their house.”*
- Tell students to check their partner's drafts and make suggestions about keeping unimportant ideas or details out of their summaries.

- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

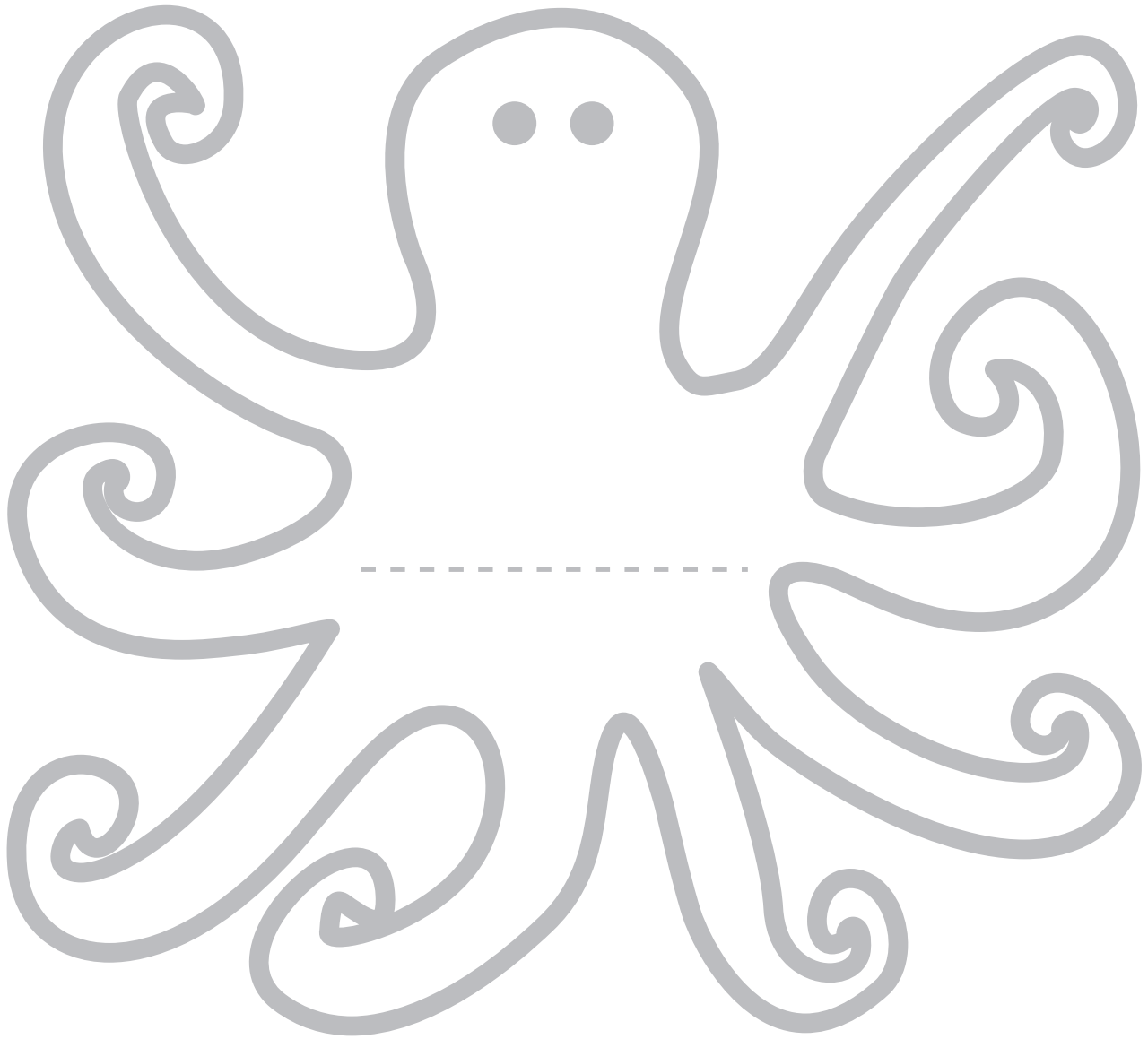
Editing

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

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

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



Snow White

Once upon a time, a queen gave birth to a beautiful daughter with hair as black as a raven's feathers and cheeks as white as snow. She decided to name her baby Snow White. Soon after, the queen passed away.

The king soon married another woman, who became Snow White's stepmother. Her stepmother was vain about her looks. She had a magic mirror, and each day she asked it, "Mirror, mirror, on the wall, who is the fairest lady in the land?"

The mirror always answered, "You, my queen!" until one day: Snow White's eighteenth birthday. On that day, the mirror announced that Snow White was the most beautiful lady in the land.

Extremely jealous, Snow White's stepmother ordered the palace huntsman to take Snow White into the far woods and kill her. The huntsman obeyed the evil queen out of fear and took Snow White with him into the woods, but he could not bear to kill her. She was too kind and beautiful. He told her to run far away and to never return to the kingdom, for the queen would surely find another way to kill her.

Afraid, Snow White ran and ran through the woods until she was exhausted. Just as she thought she could run no further, she came upon a quaint little house in a clearing. She stumbled to the door and knocked, calling to those who lived there.

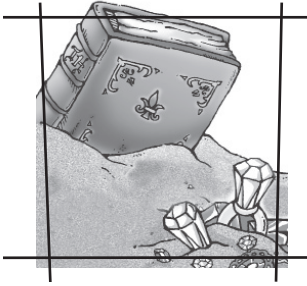
No one answered, but Snow White was desperate. She was tired and very hungry. She could smell something cooking in the kitchen. Snow White tried the doorknob and discovered that the door was unlocked. She quietly twisted the knob and crept inside.

The dwarves were happy to have Snow White live with them and promised to help her stay safe from the evil queen. Snow White decided to repay them for their kindness by taking care of their house while they worked in the mines. She cooked meals for them, cleaned, did laundry, and tended the garden while they were gone.

CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 2	Summarizing (SU)	Base word and ending	Write a captain's log.
	Students will use story elements to help them identify the main events in the story. As they read, they will restate (retell) information with their partners. At the end of each section, students will identify the most-important events through discussion with their teammates.	Students will break words into base words and endings and use the endings, <i>-ion</i> , <i>-ly</i> , <i>-ing</i> , and <i>-al</i> to increase their understanding of words.	Students will pretend that they are Somewhat and write a captain's log to summarize the events that have happened since Somewhat took command of the ship.

**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.

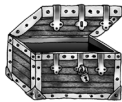
This cycle we will finish reading *Somewhat the Sailor* by Darnell Parker. As we read, we'll continue to identify the important events in the story. Good readers identify important events to help them understand what happens in the story as they read.

- 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
jeopardy page 41	-jeop = /jep/ chunk: jeep-ar-dy	great danger, risk	Jack was in <i>jeopardy</i> of not doing well in class because he hadn't done any of his homework all semester.
precision page 41	base word + ending: precis(e) + ion	doing something exactly and correctly all the time	The archer shot arrows with such <i>precision</i> that she always hit the bullseye.
ordeal page 42	chunk: or-deal	difficult or sad task or time	Learning a new language can be quite an <i>ordeal</i> , so you should depend on others to help you do it.
commence page 45	chunk: com-mence	begin	Lilith loved school and couldn't wait for the semester to <i>commence</i> .

Word and Page Number	Identification Strategy	Definition	Sentence
fervently page 45	base word + ending: fervent + ly	eagerly, passionately	The violinist’s fingers moved like lightning as he <i>fervently</i> played the violin.
acquiring page 45	base word + ending: acquir(e) + ing	getting	Some people think <i>acquiring</i> things is what’s important, but I think just being happy is what’s really important.
crucial page 49	chunk: cru-cial	necessary, very important	It’s <i>crucial</i> to take plenty of water if you’re going to hike in the desert.
lamenting page 53	base word + ending: lament + ing	regretting, feeling sorry about	Vince was <i>lamenting</i> his bad decisions.

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 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 ask students to summarize the same movies or stories in only three or four sentences. Point out that summaries can be different lengths. Explain that each time you summarize, you decide how to restate the ideas in your own words, including the most-important information and leaving out the less-important details. Point out that what seems important often depends on the length of the summary.
- Display one of the class charts of important events from last cycle’s reading. The following example is taken from the Listening Comprehension and Partner Reading passages from day 4.

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

The setting is now on the boat, at sea.
 Somewhat is seasick.
 Molly helps him get over his seasickness.
 Somewhat takes a tour of the ship.
 Somewhat begins to enjoy himself.
 He’s still a little clumsy.



- Explain that you want to shorten this list—you want to summarize it further by leaving out some of the events. Explain to students that you must decide on the most-important events that have 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.

If I had to summarize this list of important ideas, I would think about how some ideas might be related, which ones are still important, and which ones are no longer as important. Let's see. It's important to know that the setting is now on the boat, so I'll keep the first item. I know that the next two are related; they're both about Somewhat's seasickness. I could combine these two ideas and shorten them, so I'll write, "Somewhat is seasick until Molly helps him feel better." I don't really think taking a tour of the ship is very important after all, so I'll get rid of the fourth one. It's probably important that Somewhat is enjoying himself, but I'll connect that idea with the one that follows: I'll write, "Somewhat is enjoying himself, but he's still a little clumsy."

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

Now that I've shortened my list, I'm going to write these ideas in paragraph form. Write, "The setting is now on the boat, at sea. Somewhat is seasick until Molly helps him feel better. Somewhat is enjoying himself, but he's still a little clumsy." **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 the crew has sailed into the lair of the Sea Beast of the East Sea. Ask students to predict, with evidence, what might happen next.
- Read pages 39 and 40 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 events and leaving out the less-important information. Aim for three or four important events. Display these ideas in a list on chart paper.

A Collection of Readings,
pages 39 and 40

Book the Third (Or, Chapter 3)

As Mr. Boatswain and Somewhat were studying the atlas, they heard a series of shouts from the foredeck of the *Golden Fleece*. They ran from the cabin to the deck to see what all the commotion was about.

Dear reader, I'm not sure if I can describe to you what they saw. The Sea Beast of the East Sea almost defies description, but I'll do my best. The Sea Beast had risen from the water and towered over the crew scampering about on the deck of the *Golden Fleece*. The Sea Beast had fire in its eyes, and its scaly skin was the darkest green, darker than the darkest forest. Instead of arms, the Sea Beast had eight tentacles, like an octopus does, but it was more horrible than any octopus in the world.

And the sounds it made were horrible! It roared with the sound of a thousand lions. Somewhat watched in horror as the Sea Beast let out a horrible roar, and, with lightning speed, reached out and plucked Mr. Boatswain from the deck! Before any of the crew could react, the Sea Beast carried Mr. Boatswain under the surface of the sea. Reader, I'm sorry to report that that was the last anyone saw of the brave Mr. Boatswain, the fearless leader of his crew.

As quickly as the Sea Beast appeared, it disappeared. Somewhat stood in shock, unable to fathom what he'd just seen. One moment he was standing next to Mr. Boatswain, and the next moment Mr. Boatswain was gone. Somewhat's knees began to shake, and he felt as though he would faint. He grabbed hold of the side of the boat to steady himself.

Molly Merriweather ran to Somewhat. "Steady, dear friend!" she said, a seriousness in her eyes that Somewhat had not seen before. The look in Molly's eyes made Somewhat stand tall. Then Molly spoke again. She said, "Somewhat, I need you to listen to me. Mr. Boatswain was the leader of this crew. And now he is gone. The crew will need someone to lead them. I cannot do that alone. You must help me lead this crew to safety."

Somewhat gathered all of his courage and said, as strongly as he could, "Yes, Molly, I'll help you."

Now that I've finished, I'll think back about the most-important information and decide which important information I want to keep and which 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: "The Sea Beast attacks the ship." "The Sea Beast takes Mr. Boatswain away." "Molly tells Somewhat that he now has to lead the crew." These are all important things that have happened in the story; they affect the main characters, and they move the plot along. Write and display these events 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 what information from this section was the most important. I'm using the main characters and the main problem in the story to decide on important events, and I'm writing these down briefly in my own words. Since a summary is supposed to be short, I left out some information that, although interesting, wasn't absolutely necessary to include. For example, I left out the small detail about Somewhat grabbing hold of the side of the boat to steady himself. I'm trying to list what I think the author would want me to remember the most about what happens in *Somewhat the Sailor*.

Preview Team Talk

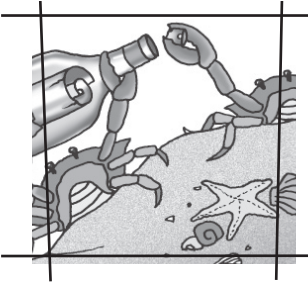
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-12

Team Talk

1. What is the main reason the crew wants to return to the lair of the Sea Beast? |CE|
 - a. to protect others
 - b. to seek revenge
 - c. to learn more about the Sea Beast
 - d. to make contact with the Sea Beast
2. Does the loss of Mr. Boatswain affect how well the crew works together? Support your answer. |CE|
3. Why do you think the author compares the crew to a well-oiled machine? |CC • DC|
4. Write a summary of pages 41 and 42 using at least four 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 41 (paragraphs 1–5) aloud with partners.
pages 41 (paragraph 6) and 42 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. What is the main reason the crew wants to return to the lair of the Sea Beast? |CE|
 - a. to protect others
 - b. to seek revenge
 - c. to learn more about the Sea Beast
 - d. to make contact with the Sea Beast
2. Does the loss of Mr. Boatswain affect how well the crew works together? Support your answer. |CE|

100 points = No. The loss of Mr. Boatswain doesn't affect how well the crew works together. Even though they are shocked and sad, they still work well together. They do their jobs just as they did before. **90 points** = No. The loss of Mr. Boatswain doesn't affect how well the crew works together. They do their jobs. **80 points** = No. They do their jobs just like before.

Team Talk *continued*

3. Why do you think the author compares the crew to a well-oiled machine? |CC • DC|

100 points = *The author compares the crew to a well-oiled machine to give the reader an idea of how well the crew works together. I know that a machine needs oil to run smoothly and work perfectly. That is how the crew must look when they are working together.* **90 points** = *The author compares the crew to a well-oiled machine to give the reader an idea of how well the crew works together. I know that a machine needs oil to run smoothly and work perfectly.* **80 points** = *He gives the reader an idea of how well the crew works together.*

4. Write a summary of pages 41 and 42 using at least four important events from the story. (Write-On) |SU|

100 points = *Molly tells the crew they need to sail to safety. The crew agrees that they need to punish the Sea Beast. Molly directs the crew now that Mr. Boatswain is gone. She tells Somewhat to have confidence in himself so he can help the crew.* **90 points** = *Molly tells the crew they need to sail to safety. The crew wants to punish the Sea Beast. Molly directs the crew. She tells Somewhat to have confidence in himself.* **80 points** = *Molly wants to sail to safety. They want to punish the Sea Beast. Molly directs the crew. She tells Somewhat to have confidence.*

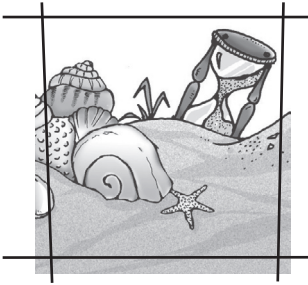
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

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



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px; text-align: center;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Do you think Molly Merriweather would be a good captain of the crew of the <i>Golden Fleece</i>? What does it take to be a good leader?</p> <p>Do you think the crew is right in wanting to punish the Sea Beast? Why or why not?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Do you think Molly Merriweather would be a good captain of the crew of the <i>Golden Fleece</i>? What does it take to be a good leader?</p> <p>Do you think the crew is right in wanting to punish the Sea Beast? Why or why not?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



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.

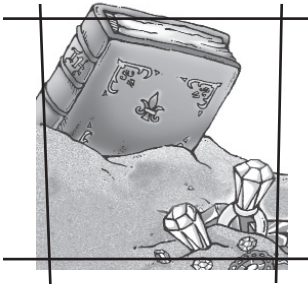
Pages 41 (paragraph 5) and 42

- 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

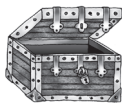
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 does the crew react to the loss of Mr. Boatswain?

Listening Comprehension



- Read pages 43 and 44 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 43 and 44

Book the Fourth (Or, Chapter 4)

As the sun rose higher in the sky, the crew sailed the *Golden Fleece* about three nautical miles away from the lair of the Sea Beast of the East Sea. Now, gentle reader, if you are unfamiliar with a nautical mile, that is probably because you are not a sailor. A nautical mile is but a thousand feet longer than a regular mile. So the ship sailed a bit more than three and one-half miles away from where the Sea Beast lurked under the surface.

At that point, Sarafina Strongbow called to the crew, “I think we’ve sailed a safe distance. Drop anchor!”

Molly Merriweather agreed. “Indeed, it is a safe distance. Drop anchor!”

The crew did as they were commanded. They threw the anchor overboard, and the ship sailed to a stop on the serene seas. Molly called to the crew. “Gather ’round, brave sailors, and let us discuss our plans!”

The crew gathered around Molly, Sarafina Strongbow, and Somewhat.

Molly said with authority, “To know your foe is to vanquish him. Does anyone know anything about the Sea Beast of the East Sea, aside from how it looks and what it likes to eat?”

One sailor from the back of the crowd spoke up. She said, “My father sailed the East Sea when he was a young man. Though he never faced the Sea Beast, he told me legends and stories about it that he had heard while on the seas. One thing in particular that I recall, is that the Sea Beast cannot look to the North. It has something to do with its fear of the North Star.”

“Well, that is something,” said Somewhat suddenly, a bit surprised at himself for speaking up so boldly. “So we could attack from the North, where the Sea Beast cannot see us.”

Molly listened to Somewhat and smiled at his confidence. “My friend, Somewhat,” she said, “that is a fine idea. Good show, Somewhat!”

“Yes! Hooray, Somewhat!” shouted the sailors.

Somewhat smiled. He could feel his confidence growing. Then he had another idea. “I have another idea,” he said to the crew. “Gather ’round.” The crew gathered around to hear what he had to say.

A number of things have happened 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. "The crew sails to safety." "They discuss how to attack the Sea Beast." "They learn that the Sea Beast is afraid of the North Star." "Somewhat has a plan." 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.

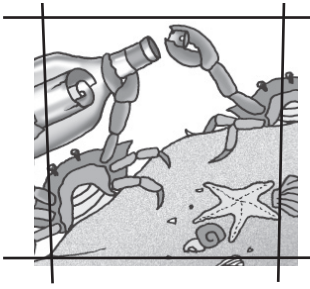
Preview Team Talk

- 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. Was Mr. Boatswain well liked? How can you tell? |DC|
2. Why had Mr. Boatswain been so eager to help Somewhat before the voyage began? |CE|
3. Which of the following words best describes Somewhat at the end of the reading? |CH|
 - a. ungrateful
 - b. cowardly
 - c. fearful
 - d. determined
4. Write a summary of pages 45 and 46 using at least four 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 45 (paragraphs 1–4) aloud with partners.
pages 45 (paragraph 5) and 46 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. Was Mr. Boatswain well liked? How can you tell? |DC|

100 points = Yes. Mr. Boatswain was well liked. I can tell because the crew has a lot of good memories of him. They tell stories about voyages with him, talk about how witty and intelligent he was, and talk about his shipbuilding skills. **90 points** = Yes. Mr. Boatswain was well liked. I can tell because the crew has a lot of good memories of him. **80 points** = Yes. The crew has good memories of him.

2. Why had Mr. Boatswain been so eager to help Somewhat before the voyage began? |CE|

100 points = Mr. Boatswain had been so eager to help Somewhat because Sinbad once saved his life on a voyage. Mr. Boatswain was thankful for that ever since. He promised Sinbad that he would always help him.

90 points = Mr. Boatswain had been so eager to help Somewhat because Sinbad once saved his life on a voyage. Mr. Boatswain was thankful for that ever since. **80 points** = Sinbad once saved his life on a voyage.

Team Talk *continued*

3. Which of the following words best describes Somewhat at the end of the reading? |CH|
 - a. ungrateful
 - b. cowardly
 - c. fearful
 - d. *determined*

4. Write a summary of pages 45 and 46 using at least four important events from the story. (Write-On) |SU|

100 points = *The crew honors Mr. Boatswain by sharing their memories of him. Sarafina Strongbow tells Somewhat that his brother Sinbad once saved Mr. Boatswain’s life. Mr. Boatswain promised to help Sinbad or Somewhat. Somewhat understands things better now.* **90 points** = *The crew honors Mr. Boatswain by sharing memories. Somewhat learns that Sinbad once saved Mr. Boatswain’s life. Mr. Boatswain promised to help him. Somewhat understands things.* **80 points** = *The crew honors Mr. Boatswain. Somewhat learns Sinbad saved Mr. Boatswain. Mr. Boatswain promised to help. Somewhat understands.*

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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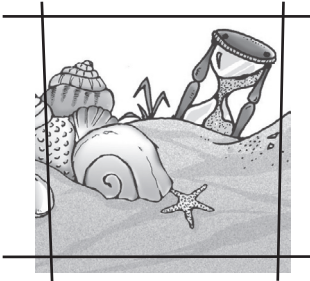
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
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Team Talk Extenders	<p>Has anyone ever done something for you that made you promise to help that person when he or she needed it? What was it?</p> <p>Do you think telling stories about a person is a good way to remember him or her when he or she is gone? 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**

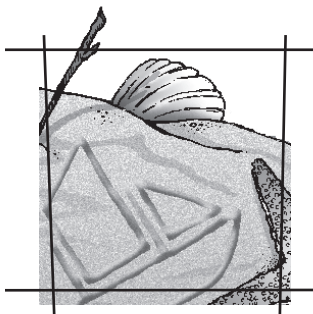
Timing Goal: 5 minutes

- 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 or display these on the board.

Student Edition, page S-11

Page 45 (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.

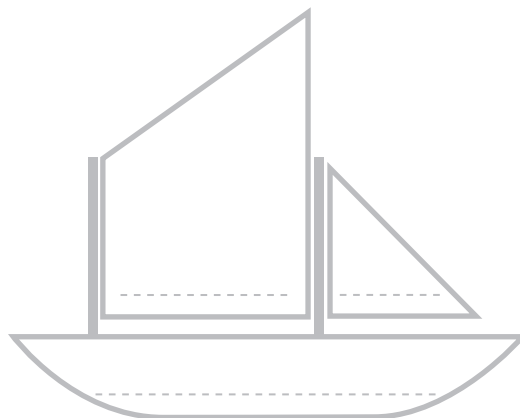


WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students that they have seen Word Treasure clues from Captain Read More. Display the Word Treasure clue for this cycle.

Blackline master provided.



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- Use **Think-Pair-Share** to have students tell you what they think the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

Word Treasure

Some base words have additional endings.

If you're having trouble reading these words, read the base word first. Read the ending next, and then read the whole word, and figure out its meaning.

- If necessary, remind students about the purpose of endings (letter or group of letters that come at the end of a word; endings change the word meaning).
- Tell students that they will work with the endings *-ion*, *-ly*, *-ing*, and *-al* during this cycle. Remind students of (or ask students to give) the meanings of these endings:
 - ion* means an act or condition of,
 - ly* means in the manner of,
 - ing* means activity, result of an activity, and
 - al* means pertaining to or having the character of.

- Write the word “duplication” on the board.
- Use **Think-Pair-Share** to have students tell you how the base word is divided from the ending and give its meaning. Randomly select a few students to share responses. *Duplicat~~e~~ + ion; the act of copying.*
- Point out to students that the word *duplicate* ends with an *e*, and sometimes words need their final *e* scrubbed to add the ending. Explain that Captain Read More uses the scrubber to remove the *e* from base words with endings.
- Tell students that there are several words on this cycle’s vocabulary list that have endings. Tell students to be on the lookout for these 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-12

Skill Practice

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

1. raggedly *ragged + ly; in a torn or worn-out manner*
2. communication *communicat~~e~~ + ion; the act of talking*

Building Meaning

jeopardy	precision	ordeal	commence
fervently	acquiring	crucial	lamenting

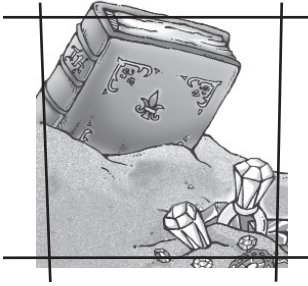
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
4. Tanya was so excited about her idea that she fervently threw paint on the canvas to see it come to life. *Fervently* means—
 - a. eagerly.
 - b. slowly.
 - c. hesitantly.
 - d. lazily.



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

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

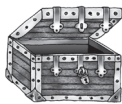
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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



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

What does Somewhat learn about Mr. Boatswain from Sarafina Strongbow?

Listening Comprehension



- Read pages 47 and 48 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 47 and 48

The hour of the day grew late and it was time, once again, to face the Sea Beast of the East Sea. “Shall I pull up anchor and call the crew to work?” Sarafina asked Molly and Somewhat.

Molly turned to Somewhat. She whispered in his ear, “Somewhat, dear friend, this is a decision that you must make. Be confident, be brave, and make your choice.” She patted him on his shoulder.

Somewhat cleared his throat, and spoke as clearly as he could. “Yes indeed, Ms. Strongbow,” he said with authority. “Pull up anchor and call the crew to work!” For the first time in his life, Somewhat the Simpleton felt a powerful confidence, as though people were depending on him.

“Pull up anchor!” shouted Sarafina Strongbow. “Unfurl the mainsail! Come about! Step lively, lads and lasses!”

“Aye aye, Madam! Anchor up! Mainsail unfurled!” shouted the crew. Slowly, the *Golden Fleece* turned to face the east. It steadily picked up speed as it sailed away from the twilight horizon in the west. Somewhat stood at the bow of the *Golden Fleece*, with Molly Merriweather right next to him. The ship sailed faster and faster. The waves chopped against the bow of the grand sailing ship. “How do you feel, dear friend?” asked Molly Merriweather, resting her hand on his shoulders.

“Well, Molly,” said Somewhat the Simpleton, “for the first time, I actually feel confident. I believe that our plan may work. Do you?”

“We shall see, Somewhat,” said Molly. “No one can see the future. But be strong, be brave, and be of good cheer, and things will turn out for the best. They always do, don’t they?”

“Always looking at the world through rose-colored glasses, aren’t you Molly?” asked Somewhat. Molly smiled, and together the two of them looked toward the east.

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: “Somewhat feels self-confident for the first time” and “The crew begins the journey back to the lair of the Sea Beast.” 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.

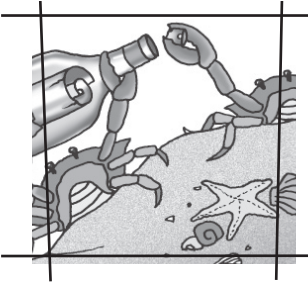
Preview Team Talk

- 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. What does the word *stealth* mean on page 49? How do you know? |CL|
2. Explain how Sarafina Strongbow knows that the ship has reached the lair of the Sea Beast. |CE|
3. Why does Molly become angry with Somewhat? |CE|
 - a. He gets frightened and asks her to deal with the Sea Beast.
 - b. He tells her to leave him alone to deal with the Sea Beast.
 - c. He tells everyone to stay on the ship while he goes north for safety.
 - d. He demands that they leave the Sea Beast alone and continue the voyage.
4. Write a summary of pages 49 and 50 using at least four 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 49 (paragraphs 1–6) aloud with partners.
pages 49 (paragraph 7) and 50 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. What does the word *stealth* mean on page 49? How do you know? |CL|
100 points = *The word stealth means secrecy or a way to be sneaky. Everyone on the ship is being quiet and sneaky. They are whispering.*
90 points = *The word stealth means secrecy or a way to be sneaky. Everyone on the ship is being quiet.* **80 points** = *It means secrecy or a way of being sneaky. They are all quiet.*
2. Explain how Sarafina Strongbow knows that the ship has reached the lair of the Sea Beast. |CE|
100 points = *Sarafina Strongbow knows that the ship has reached the lair of the Sea Beast because after the attack, they sailed three nautical miles due west. Later that day, they sailed three nautical miles due east, so they should be in the same place as the attack.* **90 points** = *Sarafina Strongbow knows that the ship has reached the lair of the Sea Beast because after the attack, they sailed three nautical miles due west. Later they sailed back.*
80 points = *They sailed three nautical miles due west earlier, and then sailed back.*

Team Talk *continued*

3. Why does Molly become angry with Somewhat? |CE|
 - a. He gets frightened and asks her to deal with the Sea Beast.
 - b. He tells her to leave him alone to deal with the Sea Beast.
 - c. He tells everyone to stay on the ship while he goes north for safety.
 - d. He demands that they leave the Sea Beast alone and continue the voyage.

4. Write a summary of pages 49 and 50 using at least four important events from the story. (Write-On) |SU|

100 points = *The crew returns to the lair of the Sea Beast at night. Somewhat sends the crew north in the lifeboat to keep them safe. Molly refuses to leave Somewhat's side when he faces the Sea Beast. They prepare to face the Sea Beast together.* **90 points** = *The crew returns to the lair of the Sea Beast. Somewhat sends the crew north in the lifeboat. Molly refuses to leave Somewhat's side. They prepare to face the Sea Beast together.* **80 points** = *They return to the lair of the Sea Beast. Somewhat sends the crew north. Molly refuses to leave. They prepare to face the Sea Beast.*

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
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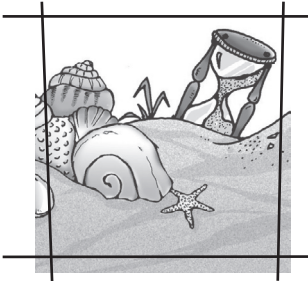
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
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Team Talk Extenders	<p>Why do you think Molly refuses to leave Somewhat's side? Why is it important for friends to stick together during hard times?</p> <p>Think about what you knew about Somewhat in the last cycle. Did you think he would change as much as he has during this cycle's reading? 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**

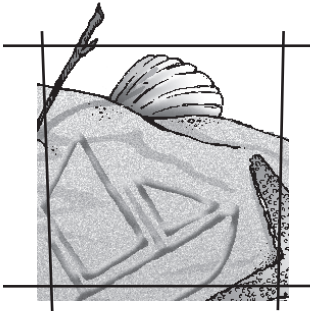
Timing Goal: 5 minutes

- 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 45 (paragraphs 1–3) or 49 (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

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- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue Captain Read More uses (big sail and little sail).
- Use **Think-Pair-Share** to have students identify the endings and their meanings. Randomly select a few students to share. *The ending -ion means the act or condition of; -ly means in the manner of; -ing means action or result of an action, -al means pertaining to or having the character of.*
- Use **Think-Pair-Share** to have students look at their vocabulary words and find words that have these endings and give the base word and ending and a definition for each word. Randomly select a few students to share.
 - precision = precis~~e~~ + ion; the act of being exact*
 - fervently = fervent + ly; in an intense manner*
 - acquiring = acquir~~e~~ + ing; the act of collecting*
 - crucial = cru(x) + c + i + al; having the character of being important*
 - lamenting = lament + ing; the act of feeling sorry*
- Point out to students that some words on their vocabulary list have a final *e* that needs to be scrubbed. Use **Think-Pair-Share** to have students identify which words need to have the final *e* scrubbed. Model this, if necessary, by writing the base word and ending on the board and striking out the final *e*. *The words precision and acquiring need the scrubber.*
- If necessary, point out the word *crucial* and the fact that its base word is hard to identify. Explain that the base word of *crucial* is *crux*, which is Latin for cross. Point out that the *x* on *crux* is scrubbed off and a *c* is patched in its place.
- 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 suffix. Cross out any extra letters. Write a definition for each word.

1. accidental *accident + al; having the character of being done by mistake*
2. menacing *menac~~e~~ + ing; the act of threatening*

Building Meaning			
jeopardy	precision	ordeal	commence
fervently	acquiring	crucial	lamenting

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.*

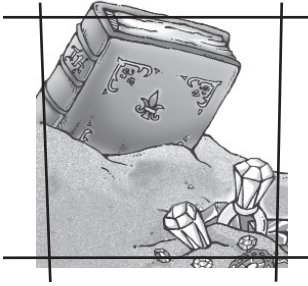
4. “Now that we have given thanks, let us commence our celebratory feast!” the king exclaimed. *Commence* means—

- finish.
- discard.
- admire.
- begin.



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

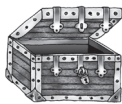
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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



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

Why won't Molly leave Somewhat to face the Sea Beast alone?

Listening Comprehension



- Read pages 51 and 52 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 events and leaving out the less-important information. Aim for three or four important events. Display these events in a list on chart paper.

A Collection of Readings,
pages 51 and 52

Book the Fifth (Or, Chapter 5)

Somewhat and Molly watched the rowboat float away from the *Golden Fleece*, transporting the crew to safety. The two of them were alone. Suddenly, Somewhat realized the seriousness of the situation. Here he was, with only his oldest friend, far from home, preparing to take on the vicious Sea Beast of the East Sea. Somewhat knew well that no one had ever escaped unharmed from the Sea Beast, and he remembered what had happened to poor Mr. Boatswain that very morning.

Molly could see that fear was creeping back into Somewhat's face. She patted him on the shoulder and said, "Be confident in yourself, Somewhat. You've come this far, and the crew is counting on you. They've seen something in you. Something special, and I've seen it, too. I've always thought you lack confidence, and that has been the cause of much of your unfortunate clumsiness. But think of this, dear friend. Since we lost Mr. Boatswain, you've not fallen down, or banged your poor head, or burned your thumb, even once. That's because confidence is building in you, Somewhat."

Somewhat thought about that for a moment. He thought back to the last time his clumsiness overtook him. That was the day before, when he'd tripped on the rope on the deck. He did feel as though he was changing.

But still, was he confident enough to take on the vicious Sea Beast of the East Sea? He couldn't be sure. And dear reader, if I had been there, I'm not sure I could be sure either. But Somewhat knew he'd have to wait and see.

He didn't have to wait long. Soon enough, the sea started bubbling and churning, just as it had earlier that day. A familiar low rumbling roar came from under the sea's surface.

"Quick, Molly!" shouted Somewhat the Simpleton. "Behind the mast!"

The Sea Beast from the East Sea was coming.

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: “Somewhat begins to lose faith in himself.” “Molly shows him how much he’s changed since the beginning of the voyage.” “The sea starts to bubble and boil, so the Sea Beast is coming.” “Molly and Somewhat jump behind the mast to hide.” 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.

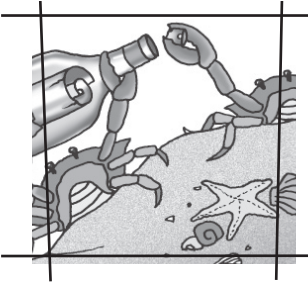
Preview Team Talk

- 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.

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Team Talk

1. The crew was in the lifeboat not only to stay safe but to— |CE|
 - a. distract the Sea Beast and make it look at the North Star.
 - b. shoot the Sea Beast with the pistol.
 - c. make the Sea Beast turn its back on Somewhat with the pistol.
 - d. scare the Sea Beast so it will go away.
2. Would Somewhat’s plan to slay the Sea Beast have worked during the day? Explain your answer. |DC|
3. Describe how Somewhat feels about himself right before he shoots the arrow. |DC|
4. Write a summary of pages 53 and 54 using at least four 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 53 aloud with partners.
page 54 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. The crew was in the lifeboat not only to stay safe but to— |CE|
 - a. *distract the Sea Beast and make it look at the North Star.*
 - b. shoot the Sea Beast with the pistol.
 - c. make the Sea Beast turn its back on Somewhat with the pistol.
 - d. scare the Sea Beast so it will go away.
2. Would Somewhat's plan to slay the Sea Beast have worked during the day?
 Explain your answer. |DC|

100 points = *No. Somewhat's plan to slay the Sea Beast would not have worked during the day. The Sea Beast is afraid of the North Star. You can only see the North Star at night. The Sea Beast wouldn't have been blinded by it during the day.*

90 points = *No. Somewhat's plan to slay the Sea Beast would not have worked during the day. The Sea Beast is afraid of the North Star. You can only see the North Star at night.*

80 points = *No. The Sea Beast needs to be blinded by the North Star. It's only out at night.*

Team Talk *continued*

3. Describe how Somewhat feels about himself right before he shoots the arrow. |DC|

100 points = *Right before he shoots the arrow, Somewhat is confident. He believes in himself. He tells himself that he knows he can kill the Sea Beast.*

90 points = *Right before he shoots the arrow, Somewhat is confident. He believes in himself.* **80 points** = *He is confident.*

4. Write a summary of pages 53 and 54 using at least four important events from the story. (Write-On) |SU|

100 points = *The Sea Beast rises out of the water to attack the Golden Fleece. It is confused when it can't find anyone. It looks north when the lifeboat crew fires a pistol. The Sea Beast is blinded by the North Star. Somewhat shoots an arrow and kills the Sea Beast.* **90 points** = *The Sea Beast rises to attack the Golden Fleece. It is confused. It's blinded when it looks north. Somewhat shoots and kills the Sea Beast.* **80 points** = *The Sea Beast attacks the ship. It is confused and blinded. Somewhat kills it.*

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

Class Discussion **TP**



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
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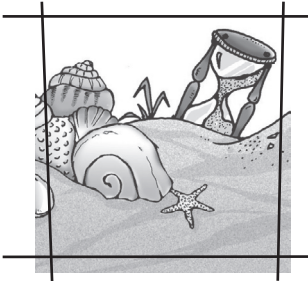
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
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Team Talk Extenders	<p>How has Molly helped Somewhat build his self-confidence? Is that an important thing for a friend to do?</p> <p>Do you think Somewhat will return to being as clumsy and awkward as he was earlier in the story now that he has killed the Sea Beast? 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.

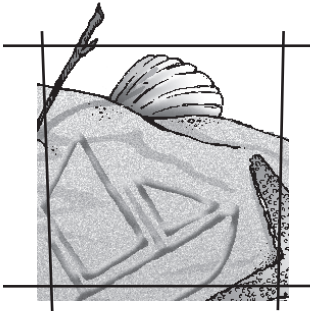
**FLUENCY IN FIVE TP****Timing Goal: 5 minutes**

- 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.

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Page 45 (paragraphs 1–3), 49 (paragraphs 1–5), or pages 53 (paragraph 6) and 54

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



WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (base word and ending).
- Use **Think-Pair-Share** to have students explain why Captain Read More wants them to learn base words and endings. Randomly select a few students to share. *Learning about base words and endings helps us better understand the meanings of words and how suffixes can change their meanings.*

Preparation: Display the Word Power Challenge.

Word Power Challenge

reversal
impression

- Direct students' attention to the Word Power Challenge. Use **Think-Pair-Share** to have students read the words and identify the base word and ending for each word and whether any letters need to be scrubbed or patched in. Randomly select a few students to share. *Reversal: ~~al~~ + *al*, impress + *ion*.*
- Use **Think-Pair-Share** to have students give the meanings of the words. Randomly select a few students to share responses. Reversal: *having the character of being reversed, turned back*; impression: *the condition of being affected by something, impressed*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

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

1. cruelly *cruel + ly; in a mean manner*
2. pleading *plead + ing; the act of begging*

Building Meaning			
jeopardy	precision	ordeal	commence
fervently	acquiring	crucial	lamenting

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.*

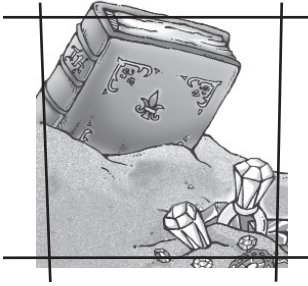
4. Choose the word that best fits in the blank.

I missed a *crucial* scene in the movie when I got up to get something to drink, so I was confused when I returned.



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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the list of important ideas and events 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, Somewhat killed the Sea Beast. Today we will find out whether he completes his voyage and helps Sinbad.

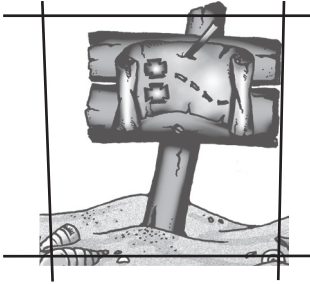
Vocabulary TP

- 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.

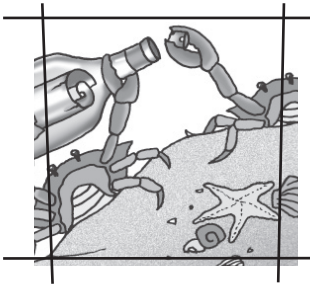
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



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**

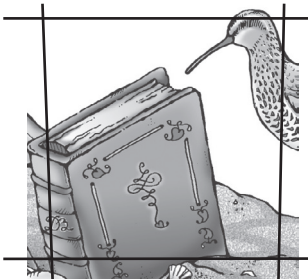
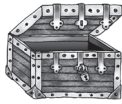
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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

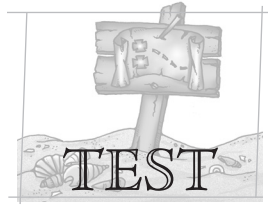


BOOK CLUB

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"> - 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 55 and 56 of *Somewhat the Sailor*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. How can you tell the crew liked Mr. Boatswain? |DC|

20 points = I can tell the crew liked Mr. Boatswain because they want to honor his memory after they sail to safety. They share stories about him. They all have good memories of him. **15 points** = I can tell the crew liked Mr. Boatswain because they want to honor his memory after they sail to safety. They share stories about him. **10 points** = They share stories about him to honor his memory.

10 points

2. Somewhat needs to carry out his plan at night because— |CE|
- he doesn't want to see the Sea Beast.
 - the Sea Beast sleeps at night.
 - that is when the North Star is visible.
 - the Sea Beast has poor night vision.

20 points

3. Molly won't leave Somewhat when he tells her to. What does this tell you about Molly? |CH|

20 points = It tells me that Molly is a good friend and is very loyal. She doesn't want to leave her friend to face the Sea Beast by himself. **15 points** = It tells me that Molly is a good friend and is very loyal. **10 points** = Molly is a good friend and is very loyal.

10 points

4. Why does Somewhat want Molly to be captain with him? |CE|
- She helped him believe in himself.
 - She's better at being captain than him.
 - She's tired of running a Public House.
 - She enjoys the seafaring life a lot.

20 points

5. How has Somewhat changed throughout the story? |CH • CC|

20 points = Somewhat has changed a lot throughout the story. At the beginning he was clumsy. He was not very confident and was afraid to help Sinbad. He grew more confident as he sailed on the Golden Fleece. By the end, Somewhat killed the Sea Beast and became the captain of the Golden Fleece. Now he sails the Seven Seas like his brother. He is no longer called Somewhat the Simpleton. **15 points** = Somewhat has changed a lot throughout the story. At the beginning he was not very confident and was afraid. By the end, Somewhat killed the Sea Beast and became the captain. Now he sails the Seven Seas. He is no longer Somewhat the Simpleton. **10 points** = At the beginning he was not very confident and was afraid. By the end, Somewhat killed the Sea Beast and became the captain.

20 points

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

20 points = *The Sea Beast of the East Sea attacks the Golden Fleece and takes Mr. Boatswain. The crew sails to safety and comes up with a plan to defeat the Sea Beast. The Sea Beast fears the North Star. They sail back to its lair at night. Most of the crew gets in a lifeboat and sails north. Somewhat and Molly hide on the ship. When the Sea Beast rises, the lifeboat crew distracts it. It is blinded by the North Star, and Somewhat kills it with an arrow. The crew reaches Sinbad safely. Somewhat continues sailing.* **15 points** = *The Sea Beast of the East Sea attacks the ship and takes Mr. Boatswain. The crew sails to safety and comes up with a plan. They sail back to its lair at night. The crew gets in a lifeboat and sails north. Somewhat and Molly hide. The lifeboat crew distracts the Sea Beast. It is blinded by the North Star, and Somewhat kills it. The crew reaches Sinbad. Somewhat continues sailing.* **10 points** = *The Sea Beast of the East Sea attacks the ship. The crew sails to safety and plans. They sail back to its lair. The crew sails north in a lifeboat. The lifeboat crew distracts the Sea Beast. Somewhat kills it. The crew reaches Sinbad. Somewhat continues sailing.*

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 suffix. Write a definition for each word.

- 5 points** 1. abruptly *abrupt + ly; in a quick manner*
- 5 points** 2. substitution *substitut~~e~~ + ion; the condition of being a replacement*
- 5 points** 3. coughing *cough + ing; the act of suddenly releasing air through the mouth*
- 5 points** 4. sensational *sensation + al; characterized by being great, astounding*

Building Meaning

jeopardy	precision	ordeal	commence
fervently	acquiring	crucial	lamenting

10 points

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

10 points = *The busy squirrel spent all fall acquiring nuts to eat throughout the winter, but he couldn't remember where he hid most of them.*

5 points = *The busy squirrel spent all fall acquiring nuts to eat throughout the winter.* **1 point** = *The busy squirrel spent all fall acquiring nuts.*

10 points

6. The gymnast did her routine with such *precision* that she got a perfect score at the competition.

10 points

7. The animal rescue workers worked quickly to get the dog out of the locked car because its life was in *jeopardy* from the heat. *Jeopardy* means—
- great danger.
 - safety.
 - protected.
 - little risk.

10 points

8. House training a new puppy can be quite an *ordeal*, but hard work and consistency will see you through.

10 points

9. Ivan was *lamenting* his decision to stay up late to watch horror movies when he was exhausted in school the next day. *Lamenting* means—
- savoring.
 - appreciating.
 - regretting.
 - loving.

10 points

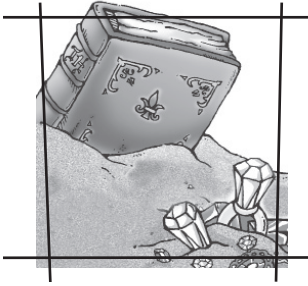
10. The football player *fervently* pushed through his opponents to score the winning touchdown in the championship game.

10 points

11. Salt is a *crucial* ingredient in most recipes because it adds a lot of flavor, even in baked goods. *Crucial* means—
- unimportant.
 - minor.
 - overlooked.
 - necessary.

10 points

12. “We will *commence* taking the test as soon as the clock reads ten o'clock exactly,” Mr. Swinbourne explained.

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

Set the Stage

- Introduce the writing goal.

Today you will pretend that you are Somewhat and write your captain's log to summarize the events that have happened since Mr. Boatswain was taken by the Sea Beast. Somewhat took control of the ship, with Molly's help, and needs to write the important events from his voyage in his captain's log.

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 captain's log.

You have probably heard about people keeping personal journals to talk about their lives. You might even have a journal of your own that you write in frequently. Did you know that the captains on ships also keep journals? They keep what is known as a captain's log. It is a summary of each day of sailing aboard the ship. The captain might write about trouble the ship has encountered, the weather, observations, or the crew in his or her log. Captains still do this today, although their logs might be written on a computer or recorded. You might wonder why the captain needs to keep a log on the ship. It is important to record the information from a voyage. If something happens during the voyage, officials can read the log book to better understand what led to the incident. Other captains can also learn information about different routes through the sea or about the ship itself from the logbook.

- Ask students if they can think of times when they have heard or seen references to a captain's log in a book, on television, or in a movie.
- Display the following captain's log. Read the log aloud to students.

Blackline master provided.

Santa Maria Captain's Log

October 11, 1492—Land spotted!

Voyage: Spain to Asia

Conditions: Fair weather with a stiff north breeze. All sails are unfurled.

Land has been sighted! After two months of sailing, we have finally caught sight of the west coast of Asia. Gold and spices will soon be easier to access from this new, quicker route to Asia.

The crew is glad and saying many prayers in thanks for sighting land. They have been nervous this whole voyage, afraid that we would never sight land and make it to either Asia or back to Spain safely. They are much happier now and are working twice as hard to ensure we make it to the small islands we spotted without incident.

I have ordered the crew to take some time to check their weapons before we make landing in Asia. One can never tell if the natives will receive you well or want to fight. I want every man prepared to protect one another in case the natives are not friendly.

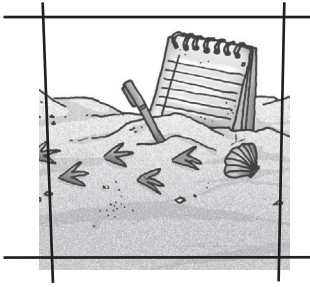
Christopher Columbus



- Use **Team Huddle** to have students identify ways this captain's log might be different from a journal entry they would write for themselves. (*Answers may vary.*) *There is more information at the top of the entry. There is information about the weather. It does not say "Dear Journal."*
- Point out why the information at the top of the captain's log is important.

A captain's log is very similar to a journal entry, but it does have some differences. There is a lot of extra information before the body of the entry. First it states that this is the *Santa Maria's* captain's log. That tells others which ship this log belongs to. Next it states the date, but also gives a brief heading of the most-important event that happened that day. After that, it gives the voyage, or where the ship is traveling from and where it is going. This is important because most ships go on many voyages, and each voyage will get a new log. Finally it gives the conditions on the water. This is important because the weather and water conditions are very important to sailors. They need to keep track of whether the conditions will worsen and lead to a storm, where the winds are blowing, or if the water is dangerous. The rest of the log is similar to a journal entry.

- Tell students that since many captains record their logs to tapes or computers today, they will have a chance to deliver their captain's log orally, using their best official "captains' voices."
- Tell students that they will think about the important events from *Somewhat's* voyage this cycle as they write their captain's log for the *Golden Fleece*.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will summarize events from the past cycle of reading into a captain's log.



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

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Writing Prompt

Pretend that you are Somewhat, the captain of the *Golden Fleece*. Write your captain's log by summarizing the events that have happened since Mr. Boatswain was taken by the Sea Beast and you took control of the ship. Use the class chart to find events from this cycle's reading. Think of the best way to tell at least five of these events even more briefly. Decide how to combine and reword ideas, and identify the events that can be left out. Make sure that your captain's log is written in complete sentences. Remember to include all the parts of a captain's log (name of the ship, date and heading of important event, voyage and conditions, body, and a signature).

Scoring Guide

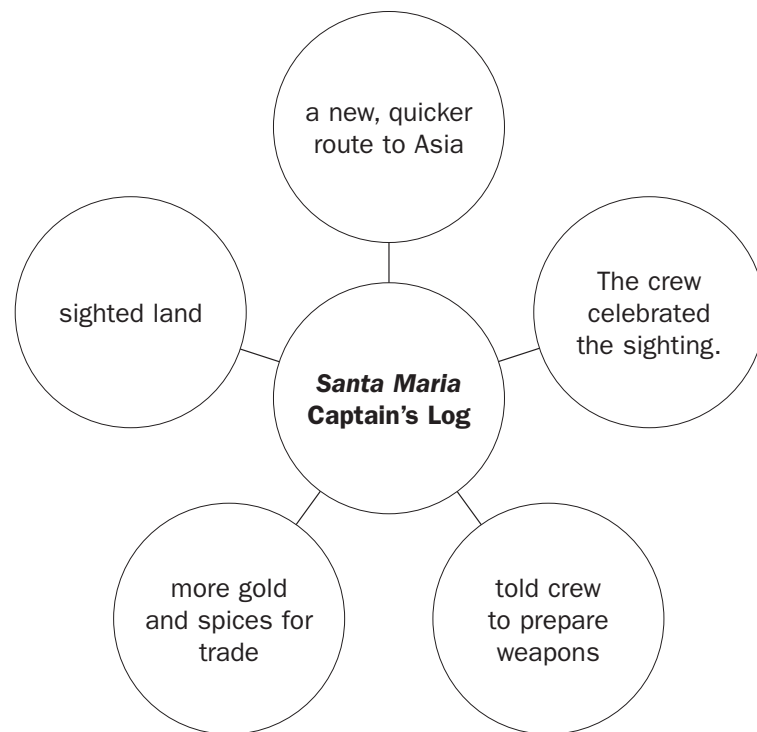
The captain's log includes at least five of the most-important events from the reading.	50 points
The captain's log does not include less-important events.	25 points
The captain's log has events written in complete sentences.	15 points
The captain's log includes all the parts (name of the ship, date and heading of important event, voyage and conditions, body, and a signature).	10 points

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

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

- 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.
- Discuss with students how to create information for their captain's log.

In your captain's log, you need to include some information, such as the date, where the voyage begins, and the weather and sea conditions. This story is fiction and does not give us an exact place the voyage begins or date for the setting. You can choose a town or city you know that is near water, or make up a town of your own. You can assume the story takes place in the past. Choosing any date before the 1800s is a safe guess.

We also do not get a clear description of the weather or sea conditions, but we can make a good guess. When Somewhat defeats the Sea Beast, he does it by tricking the Sea Beast into looking at the North Star. What do you think the weather should be like to see the North Star? *The weather should be clear.* That's right. Somewhat and his crew have good weather during their voyage. Think about this as you write your captain's log.

- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

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

Editing

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

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- As students write their final drafts of their captain’s logs, remind them that their logs should include the following information.

Blackline master provided.

Does your captain’s log have...

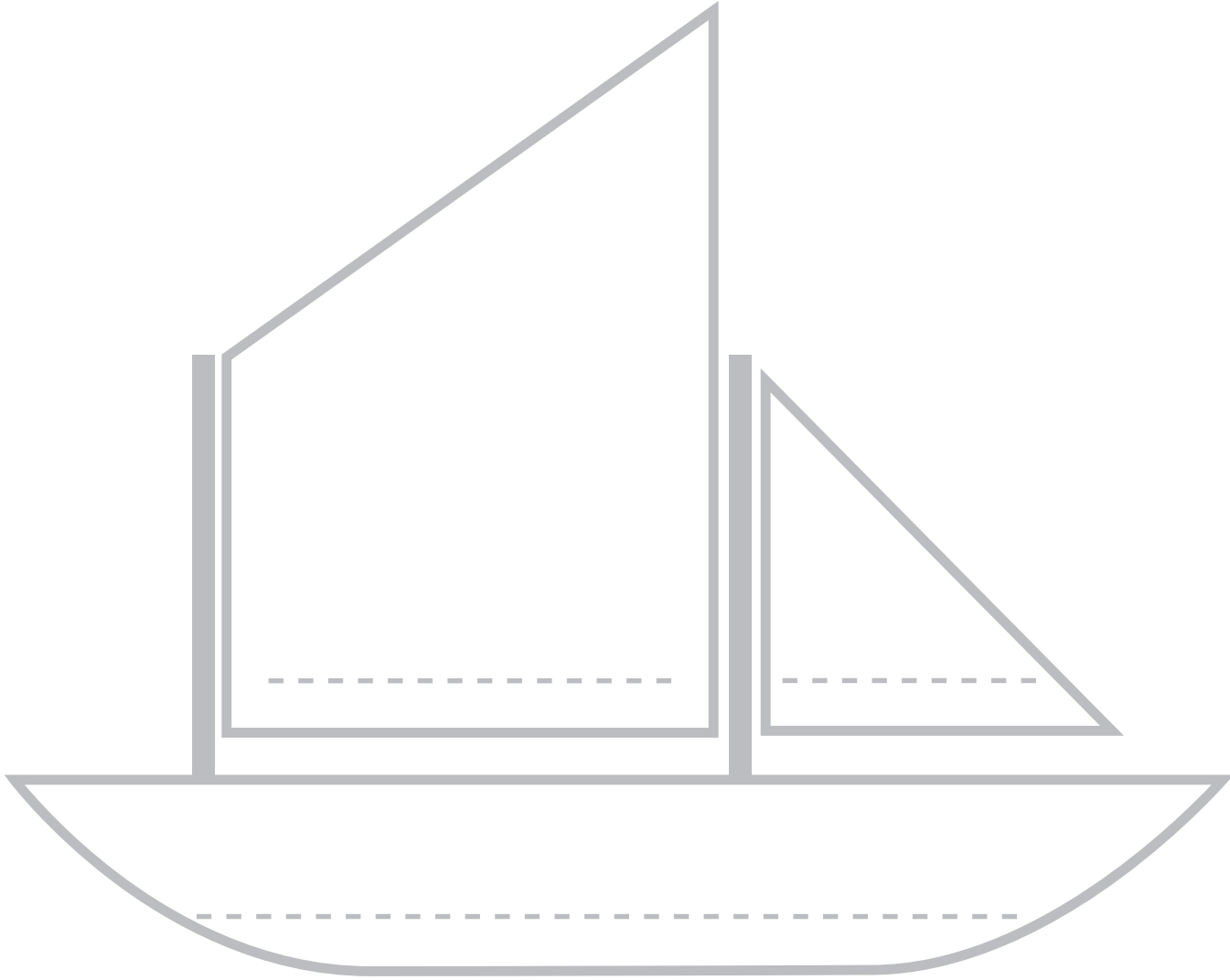
- a heading that states the ship’s name?
- the date followed by a short heading that states the most-important event?
- the voyage or where the ship’s trip begins and ends?
- the conditions experienced that day on the ship?
- a body that summarizes at least five important events from the reading?
- a signature?

- Tell students to check their final drafts against the writing prompt, scoring guide, and this list to make sure they include everything they need in their logs.
- 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.

- What is your team celebration score?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



Santa Maria Captain's Log

October 11, 1492—Land spotted!

Voyage: Spain to Asia

Conditions: Fair weather with a stiff north breeze. All sails are unfurled.

Land has been sighted! After two months of sailing, we have finally caught sight of the west coast of Asia. Gold and spices will soon be easier to access from this new, quicker route to Asia.

The crew is glad and saying many prayers in thanks for sighting land. They have been nervous this whole voyage, afraid that we would never sight land and make it to either Asia or back to Spain safely. They are much happier now and are working twice as hard to ensure we make it to the small islands we spotted without incident.

I have ordered the crew to take some time to check their weapons before we make landing in Asia. One can never tell if the natives will receive you well or want to fight. I want every man prepared to protect one another in case the natives are not friendly.

Christopher Columbus

Does your captain's log have...

- a heading that states the ship's name?
- the date followed by a short heading that states the most-important event?
- the voyage or where the ship's trip begins and ends?
- the conditions experienced that day on the ship?
- a body that summarizes at least five important events from the reading?
- a signature?

Story Map



Title: *Somewhat the Sailor, cycle 2*

Characters:

Somewhat the Simpleton
Sinbad the Sailor
Molly Merriweather
Mr. Boatswain
the Sea Beast
Sarafina Strongbow

Setting:

Where: *the East Sea*

When: *the past*

Problem:

Somewhat needs to help his brother, Sinbad, but he does not have confidence and is afraid of the sea.

Somewhat receives a letter from his brother, Sinbad, asking him to hire a ship and a crew and
Event: *rescue Sinbad.*

*Somewhat hires a ship and a crew with the help of Molly. The crew sets sail on the *Golden Fleece* for the*
Event: *East with Somewhat as its captain.*

*The *Golden Fleece* finds the *Sea Beast* of the *East Sea* and Mr. Boatswain is eaten. The *Golden Fleece**
Event: *sails quickly away from the monster.*

*Somewhat and the crew of the the *Golden Fleece* create a plan to kill the *Sea Beast* and avenge*
Event: *Mr. Boatswain.*

Event: *Somewhat hides and shoots an arrow into the *Sea Beast's* neck when it is blinded by the *North Star*.*

Solution:

*Somewhat gains confidence in himself after he saves his crew from the *Sea Beast* and rescues his brother.*

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 5 / <i>Somewhat the Sailor</i>
<p>English Language Arts Standards: <i>Reading: Literature</i></p> <p>Key Ideas and Details</p> <p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

INFORMATIONAL (6 DAY)

Summarizing Saves the Animals: Samburu

The Savvy Reader—Summarizing, A Collection of Readings, pages 59–71
Success for All Foundation, 2011

Summary

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

Instructional Objectives

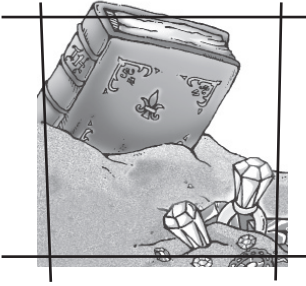
Reading	
CYCLE 1	Summarizing (SU)
	Students will use summarizing strategies to identify the topic, important events or ideas, and supporting details of an informational text and to create a written summary.

Teacher's Note:

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

Preparation

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

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

Timing Goal: 55 minutes

Success Review and Keeping Score **TP**

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

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

Team Cooperation Goal

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

Set the Stage

- Introduce the reading objective.

This cycle you’re going to learn to survey informational texts to identify the topic, important ideas, and supporting details to write a summary about them.

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

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



Using the Targeted Skill (Introduction and Definition)

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

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

Preview Team Talk

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

Team Talk

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

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

- Randomly assign team leaders.
- Introduce the video.

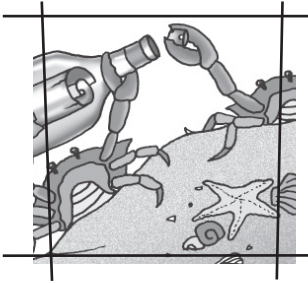
Before we watch the video, let's think for a minute about finding the topic of an article. The topic is what the article is mostly about. A summary of an article should include all the important events or ideas about the topic. So, if we know what the topic is, it will help us figure out the important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

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

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

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

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

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

Team Talk *continued*

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

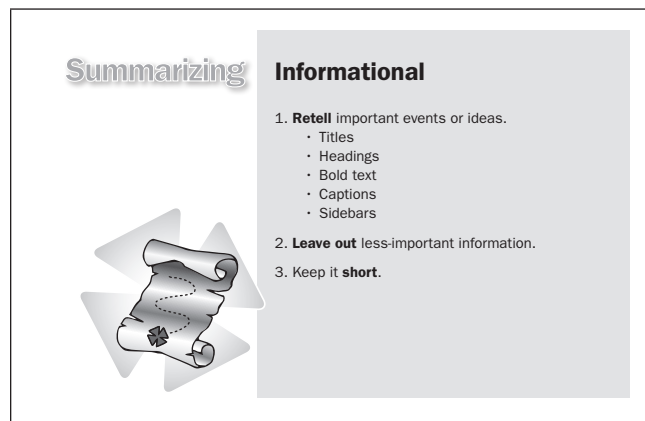
Why did you pick that question? (Write-On)

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

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

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

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



- Introduce Bakiri's Challenge.

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

- Read Bakiri’s Challenge aloud.

Student Edition, page S-15

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

- Monitor the partners’ discussions for understanding. Remind students to use their Summarizing Strategy Cards.
- Have partners compare their idea of the topic with that of their teammates, reach consensus, and write the topic on an idea tree. Monitor the discussions, giving support as needed.
- Use **Random Reporter** to review the team discussions.
- Award team celebration points.



Class Discussion TP

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

Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #e0e0e0; 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"> – Award team celebration points. 	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.

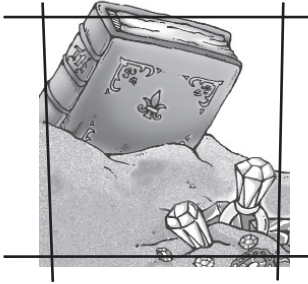
We have discussed examples of summaries in our daily lives. We have been introduced to some students who must write a summary of an article to help save the animals of the Samburu Wildlife Reserve. You have identified the topic of an article and asked questions about leopards or questions you think Dr.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

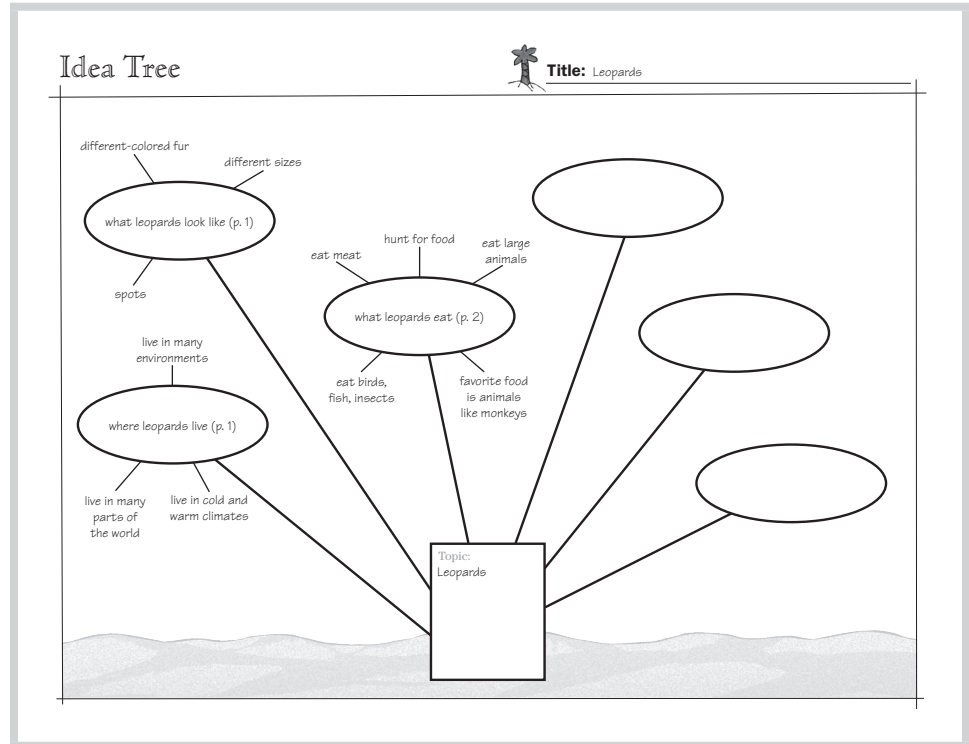
Rachel, Zach, Tori, and Adam, with Bakiri’s help, are working very hard to summarize Dr. Nick’s article on leopards so they can fax the summary to him. When we last saw them, they had identified the topic of the article and had asked their own questions about leopards. Today we’ll read and restate important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



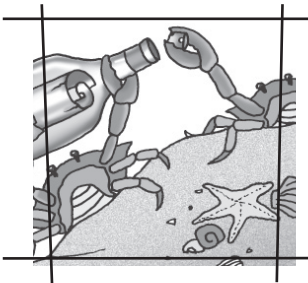
- **Play** “Part 2: Read and Restate Important Ideas, Pages 1 and 2” (7 minutes).
- Bakiri will ask students to read and restate the main ideas and supporting details on page 2 with their partners, to record the important ideas and supporting details on their idea trees, and to discuss and reach consensus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

80 points = *It reminded me what to look for on the page.*

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



Summarizing

Informational

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

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

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

- Read Bakiri's Challenge aloud.

Student Edition, page S-15

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

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



Class Discussion TP

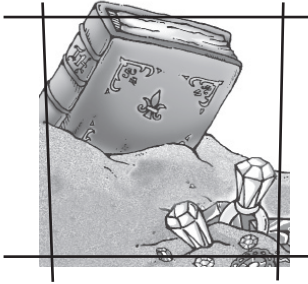
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Bakiri's Challenge.

Strategy-Use Discussion	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team’s strategy use with the class. - Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; 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"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	

- Summarize the lesson for students.

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

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

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

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.

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

Student Edition, page S-16

Team Talk

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

- Introduce the video.

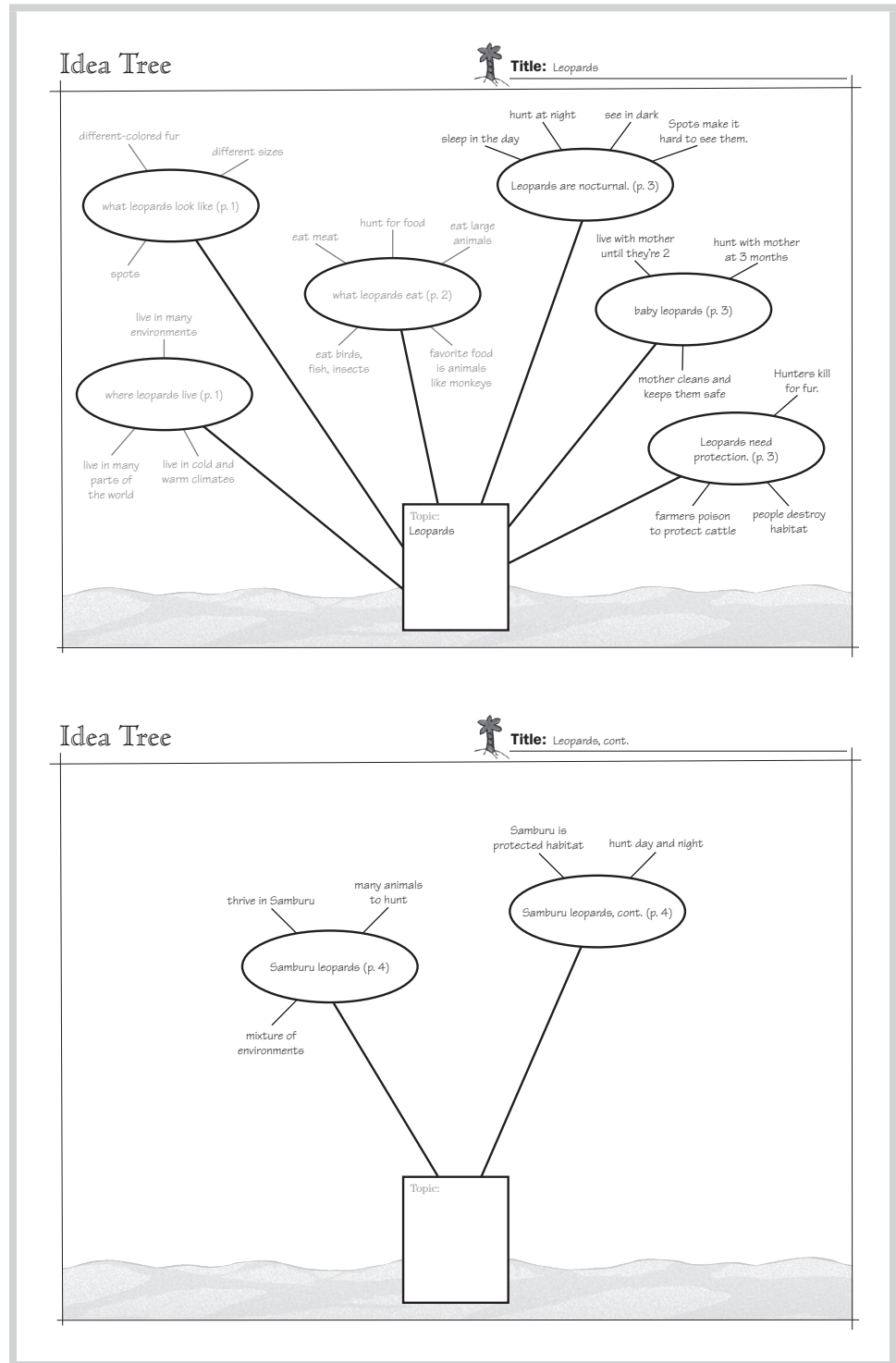
Rachel, Zach, Tori, and Adam have read the first two pages of Dr. Nick's article about leopards. But there are two pages left for them to read, restate, and identify the important events or ideas and supporting details. I have a feeling Bakiri will ask you to work right along with the Samburu students.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



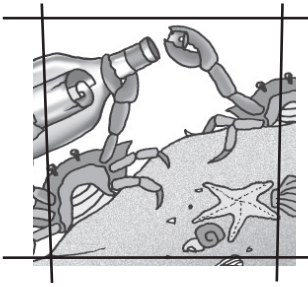
- **Play** "Part 3: Read and Restate Important Ideas, Pages 3 and 4" (6 minutes).
- Bakiri will ask students to read pages 3 and 4 of Dr. Nick's article with their partners, record important events or ideas and supporting details on their idea trees, discuss what they selected with their team, and reach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

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

Blackline master provided.



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

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

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

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

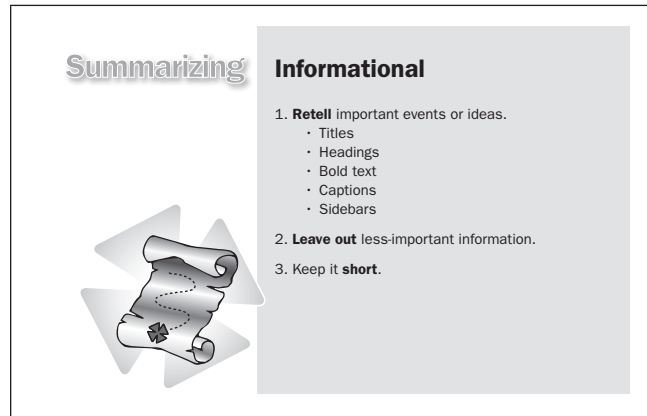
2. Bakiri said that when you fill in the idea tree, it's okay to put ideas and details in your own words. When you compared your idea tree for pages 3 and 4 with the one in the video, did you find that you picked out some of the same ideas and details, but put them in different words? Which ideas and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

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

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

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

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



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

Bakiri has sent us another challenge.

- Read Bakiri's Challenge aloud.

Student Edition, page S-16

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



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

Class Discussion TP

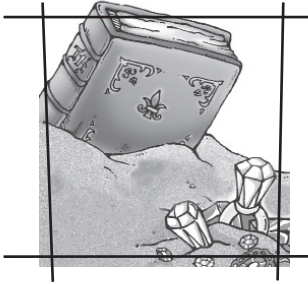
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Bakiri's Challenge.

Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Do you think the ideas you put on your idea trees should be short and to the point? Why or why not?</p> <p>Adam reminds Tori that the idea that the baby leopards practice hunting by pouncing on their mother’s tail was just an interesting fact and not an important one. Do you think this is a sign of good teamwork? Why or why not?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Do you think the ideas you put on your idea trees should be short and to the point? Why or why not?</p> <p>Adam reminds Tori that the idea that the baby leopards practice hunting by pouncing on their mother’s tail was just an interesting fact and not an important one. Do you think this is a sign of good teamwork? Why or why not?</p>	
<ul style="list-style-type: none"> – Award team celebration points. 		
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	

- Summarize the lesson for students.

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 45 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)



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

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

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

Student Edition, page S-16

Team Talk

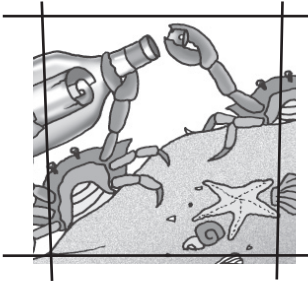
1. How does your written summary compare with that of Rachel, Zach, Tori, and Adam? Is your summary longer or shorter? Is it as clear as theirs or clearer? Does it have fewer or more details? (Write-On)
2. How did your partner's feedback help you improve your summary?
3. Did Dr. Nick answer your questions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

- Introduce the video.

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

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

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

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

Team Talk *continued*

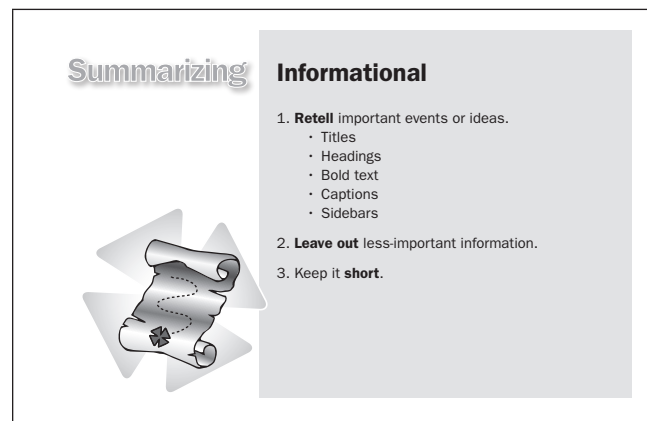
3. Did Dr. Nick answer your questions about leopards? What did you learn? If he didn't answer your questions, what's one interesting fact that you learned about leopards?

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

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

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

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



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

Bakiri has one last challenge for you.

- Read Bakiri's Challenge aloud.

Student Edition, page S-16

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

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



- Ask several partners to read their summaries aloud.
- Use **Random Reporter** to review the team discussions.
- Award team celebration points.

Class Discussion TP

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

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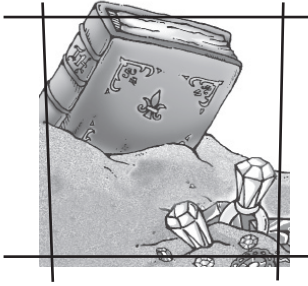
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss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

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

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

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

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

Timing Goal: 45 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

- Remind students that they have been learning to write summaries while watching the video.

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

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

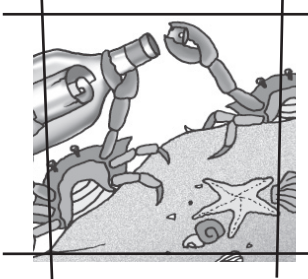
Preview Team Talk

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

Student Edition, page S-17

Team Talk

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



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Use the first paragraph of “Ancient Giants: Galápagos Tortoises” to model summarizing with a student. Read the passage aloud. Model restating the ideas in the paragraph in your own words. For example:

Let’s see what I can learn about this article from the headings. I can tell that this article is going to teach me about Galápagos tortoises.

A Collection of Readings,
page 68

Ancient Giants: Galápagos Tortoises**Range**

Galápagos (guh-LAH-puh-gohs) Islands

Description of Galápagos Tortoises

Galápagos tortoises are the largest tortoises in the world, reaching about four feet in length and weighing more than 350 pounds. The tortoises are usually a dull brown color, but lichen growing on their shells may give them a mottled appearance. These tortoises have short toes and no webbing because they spend their lives on land. Galápagos tortoises can live to be well over one hundred years old in the wild.

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

While you read, it’s important to retell what’s happening in the text in your own words. You should include the important events and ideas and leave out less-important details to keep it short. When reading informational texts, you should use an idea tree or other graphic organizer to record important ideas. Remember to check each main idea by adding supporting details to your organizer. To help you find main

ideas and supporting details, use titles, headings, bold text, captions, and sidebars. You can remember all these elements by looking at your Summarizing Strategy Card.

- Have students read:
 - “Ancient Giants: Galápagos Tortoises” 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 the Galápagos tortoises are called ancient giants in the heading. I want to know how old and big they are.* **90 points** = *One question I had before I began reading was why the Galápagos tortoises are called ancient giants.* **80 points** = *Why are the Galápagos tortoises called ancient giants?*

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

100 points = *The main idea of the section is that the Galápagos tortoises lead very simple lives. These tortoises do the same things every day. They walk to the same places to feed or swim. They have done this so much that they have worn paths into the land. Galápagos tortoises have predictable behaviors. Whenever the tortoises need a cleaning, they will allow finches to land on them to eat the ticks or parasites on them.* **90 points** = *The main idea of the section is that the Galápagos tortoises lead very simple lives. These tortoises do the same things every day. Galápagos tortoises have predictable behaviors.* **80 points** = *Galápagos tortoises lead very simple lives and have predictable behaviors.*

Team Talk *continued*

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

100 points = *Galápagos tortoises are threatened in the wild. Many people landed on the islands to kill the tortoises for food. When people settled the islands, they brought nonnative species with them. These animals, which are still there, kill the tortoises and eat their eggs. They eat the plants the tortoises need for food and shelter. Scientists are working to breed tortoises and release them into the wild when they are big enough to protect themselves. They also have programs to rid the island of nonnative species.* **90 points** = *Galápagos tortoises are threatened in the wild. Many people landed on the islands to kill the tortoises for food. They also brought nonnative species with them. These kill the tortoises and eat their eggs. They eat the plants the tortoises eat. Scientists are working to breed tortoises and release them into the wild.* **80 points** = *Galápagos tortoises are threatened. Many people killed the tortoises. They also brought nonnative species that kill the tortoises and eat their eggs. Scientists are working to breed and release tortoises into the wild.*

- Circulate through the classroom and check for comprehension. Listen to team discussions, and offer hints and suggestions. Ask questions to encourage further discussion. Examples include: What are the important events or ideas in the text? What strategies did you use to figure these out? Are there details to support your important events or ideas? Did you use the parts listed on the informational side of your Summarizing Strategy Card to help you choose main ideas? Could you use these summarizing strategies when you read your science or social studies textbook?
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion **TP**

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

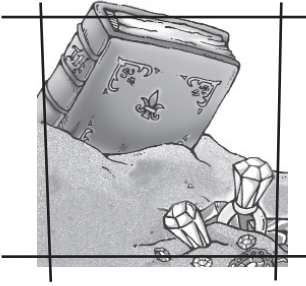
**Strategy-Use Discussion**

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>What are some examples of text features? How can text features help you choose the main ideas in informational text?</p> <p>Which details from the section you summarized were not important to include in your summary? Why shouldn't they be included in a summary?</p>
<ul style="list-style-type: none"> - Award team celebration points. 		

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

**DAY 6****ACTIVE INSTRUCTION**Timing Goal: 20 minutes

Team Cooperation Goal

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

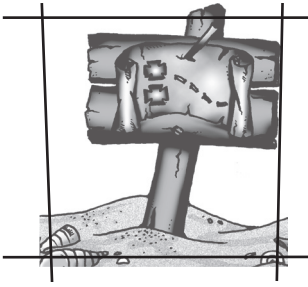
Set the Stage

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

Today we will read “Seagoing Marine Iguanas.” We will think about the important ideas or events so we can write a summary after reading.

Prepare Students for the Test

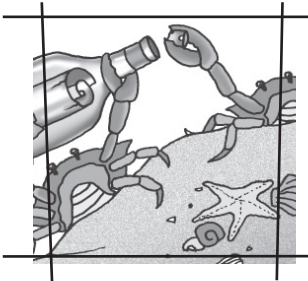
- Distribute the test, and preview it with students without providing information about the answers. Point out that several of the questions ask about summarizing.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and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

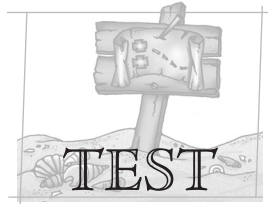
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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



Class Discussion TP

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

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



Comprehension Questions

Read “Seagoing Marine Iguanas,” and answer the following questions. The total score for comprehension questions equals 100 points.

Seagoing Marine Iguanas

Range

Galápagos Islands

Description of Marine Iguanas

These seagoing reptiles have been noted for their striking appearance ever since sailors first sailed by the Galápagos Islands. They are mostly gray or black, though some species may have red or green coloring on their backs. This coloration comes from the seaweed that the iguanas eat. Marine iguanas may appear to have a light-colored patch on their heads, but this is actually salt.

The iguanas have spikes that run down their backs from their heads to their tails. Unlike land iguanas, their faces and snouts tend to be short and smashed-in looking.

Origin of Marine Iguanas

Scientists believe that marine iguanas originally came from South America. The Galápagos Islands have never been attached to the continent, so iguanas could not have spread there on foot. Researchers think a common iguana ancestor drifted to the islands over water at least ten million years ago. At that time, there were more islands in the Galápagos archipelago; these islands are now under water.

Marine and land iguanas can breed together; however, this rarely happens. Marine iguanas have developed many features that are different from land iguanas.

Specially Built for the Water

Marine iguanas have many adaptations that help them survive in the cold waters in which they feed. Their dark skin absorbs heat from the sun when the iguanas sun themselves on the rocks. Since they are cold-blooded, iguanas need this warmth to stay active, and they usually need to sun themselves after feeding in the cold water.

Their flattened tails help them swim the same way that crocodiles or alligators swim. Marine iguanas can spend half an hour under the water, and some reports show that they can spend up to an hour without resurfacing. Their long claws help them grip rocks to prevent themselves from being pulled away by rough waves.

Marine iguanas have short snouts and razor-sharp teeth that allow them to scrape algae from rocks. Special glands help them rid their bodies of salt that they ingest while feeding. These glands excrete salt into their noses, which causes them to sneeze salt.

Life for Marine Iguanas

These reptiles live together in large groups on the islands. They feed and sunbathe together, and they may huddle close to one another while sleeping to preserve warmth on cool nights. Male iguanas only become territorial during the mating season. When male iguanas fight for their territory, they bob heads and engage in pushing matches. The loser submits and leaves the winner his territory.

Marine iguanas have few natural predators on the Galápagos Islands. Hawks, owls, snakes, and crabs originally preyed upon eggs or smaller iguanas, but nonnative rats, dogs, and feral cats now eat adults as well as eggs. These nonnative animals cause many iguana populations to suffer, making the marine iguana an endangered species.

20 points

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

20 points = *The text features that helped me predict the topic of this article were the heading and subheadings. The headings tell me that I will read about marine iguanas.* **15 points** = *The text features that helped me predict the topic of this article were the heading and subheadings.* **10 points** = *The heading and subheadings helped me.*

20 points

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

20 points = *One question I had about the topic was how marine iguanas are different from iguanas that live on land. Do they have special abilities for living in the water?* **15 points** = *One question I had about the topic was how marine iguanas are different from iguanas that live on land.* **10 points** = *How are marine iguanas different from iguanas that live on land?*

10 points

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

- how iguanas reached the Galápagos Islands*
- ways marine iguanas are different from land iguanas*
- how dark skin helps marine iguanas survive*
- which foods marine iguanas need to eat every day*

20 points

4. On your idea tree, write the main idea and important supporting details from the section titled “Specially Built for the Water.” |SU • MI|

20 points = *The main idea of the section is that marine iguanas have certain features that help them swim and feed in the water. An important supporting detail from the section is that iguanas can spend up to half an hour or longer feeding under the water.* **15 points** = *The main idea of the section is that marine iguanas have certain features that help them swim and feed in the water. Iguanas can spend up to half an hour or longer feeding under the water.* **10 points** = *Marine iguanas have certain features that help them swim and feed in the water. Iguanas can spend up to half an hour or longer feeding under the water.*

10 points

5. What is the main idea of paragraph 8? [MI]
- a. mating rituals of marine iguanas
 - b. *marine iguana social behaviors*
 - c. marine iguana rules and etiquette
 - d. family groups of marine iguanas

20 points

6. Use the information you wrote on your idea tree to write a brief summary of the section “Life for Marine Iguanas.” [SU]

20 points = *Marine iguanas live in large, social colonies. Territory is only important during the mating season. Males may have small fights for territory. Marine iguanas have few predators. Their biggest threat comes from nonnative animals that attack them.* **15 points** = *Marine iguanas live in large, social groups. Males may have small fights for territory. Marine iguanas have few predators. Their biggest threat is nonnative animals.* **10 points** = *Marine iguanas live in large groups. Males may have small fights. Marine iguanas have few predators except nonnative animals.*

The Wildlife Department awards

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



The Wildlife Department awards

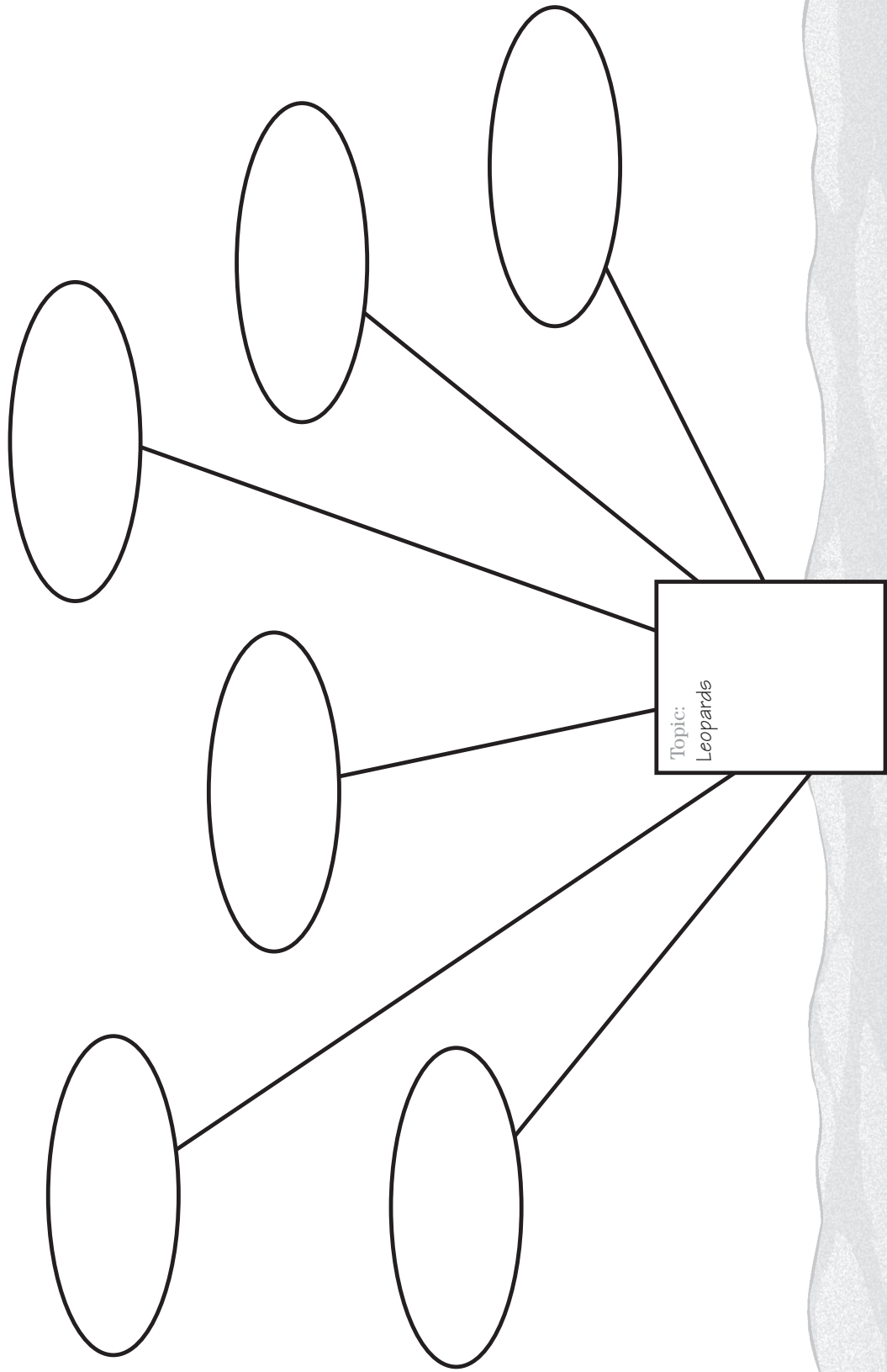
for being a good friend
and protector of the
animals in Samburu
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Title: Leopards

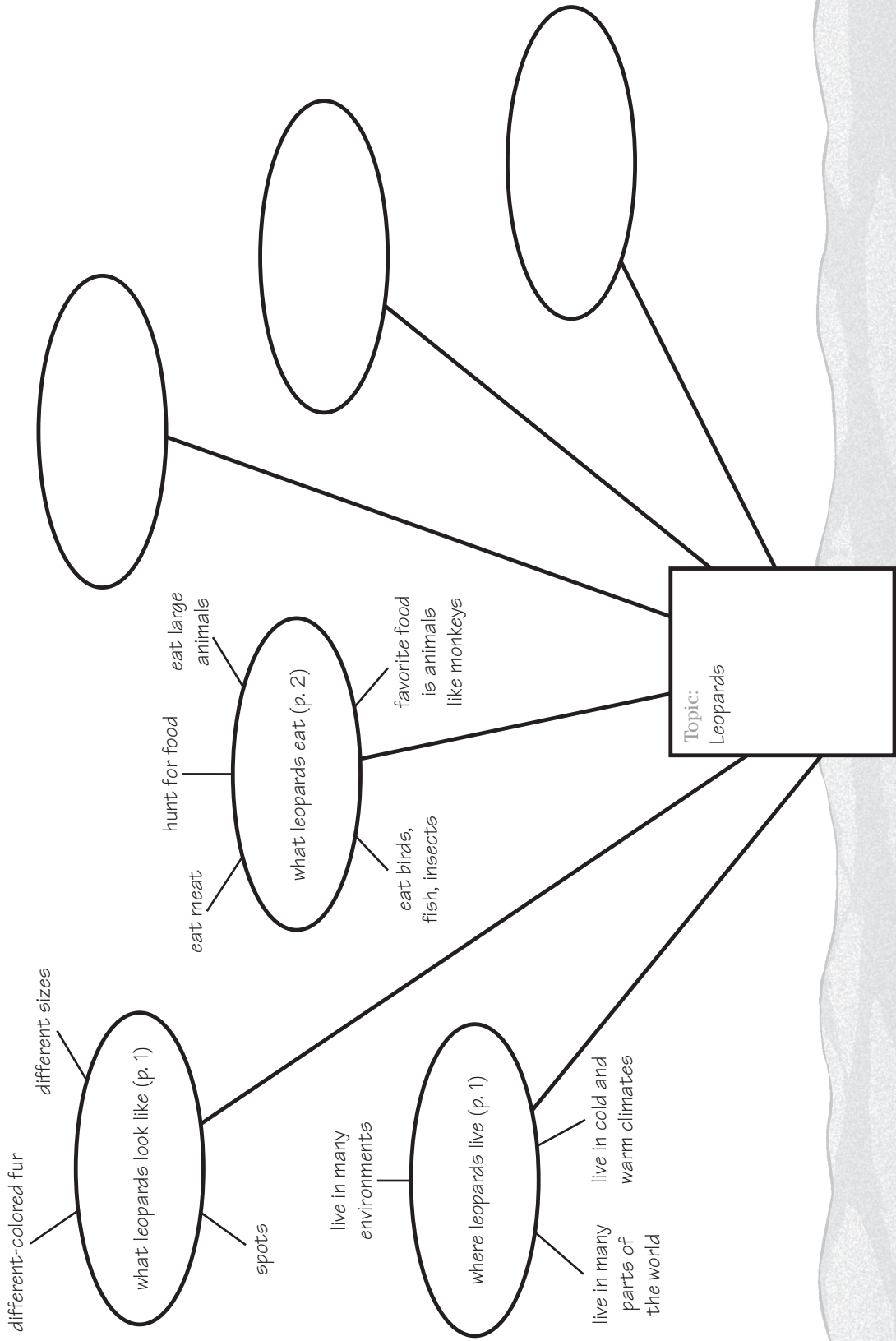
Idea Tree





Title: Leopards

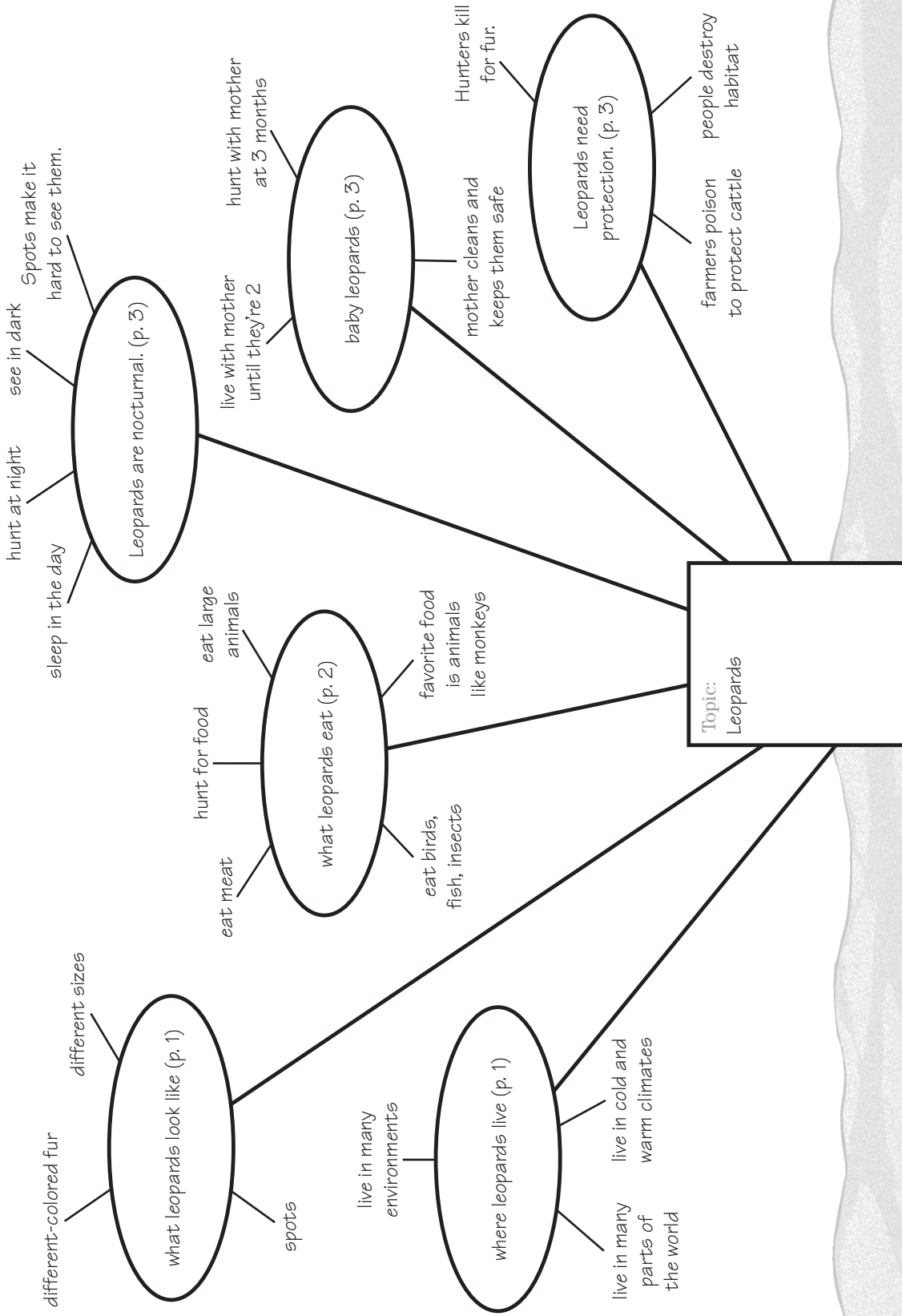
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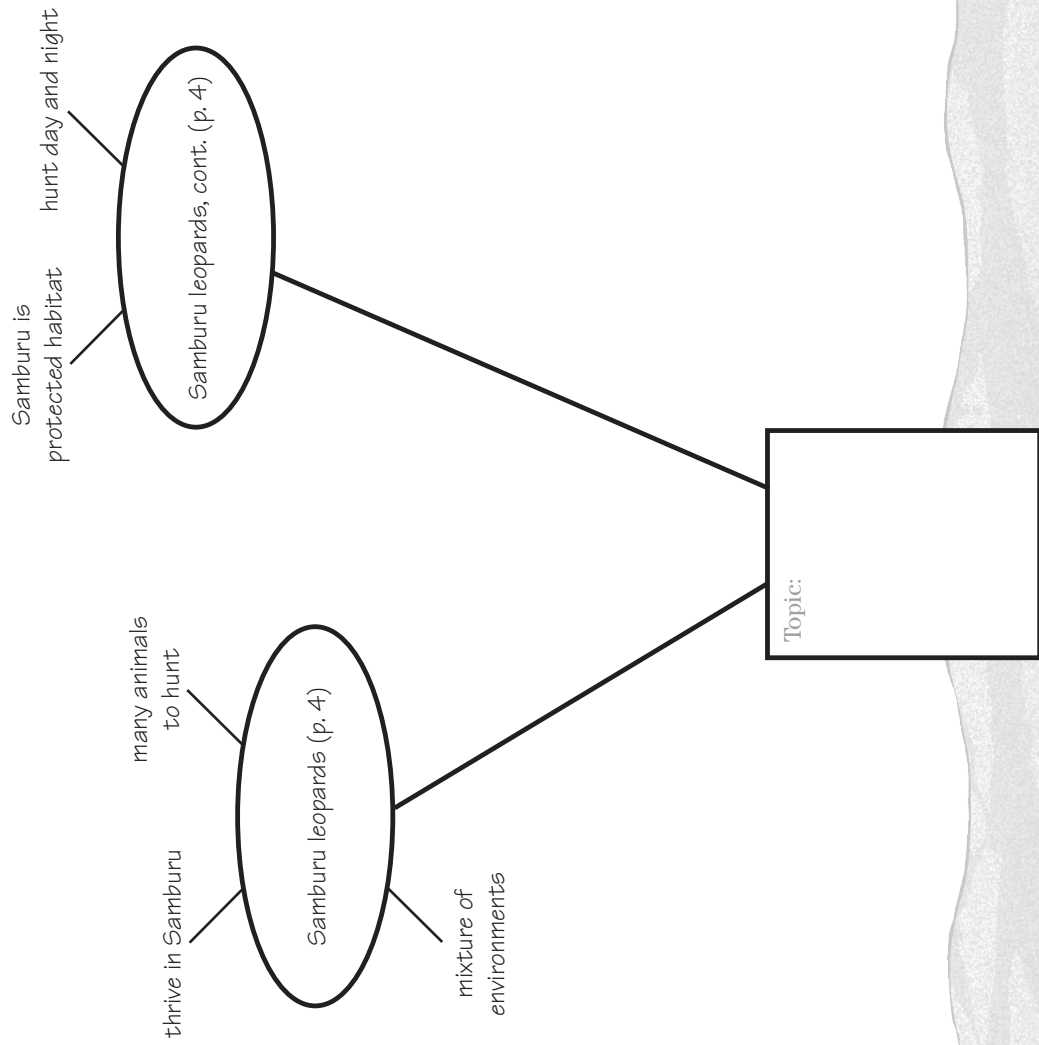
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Title: Leopards, cont.

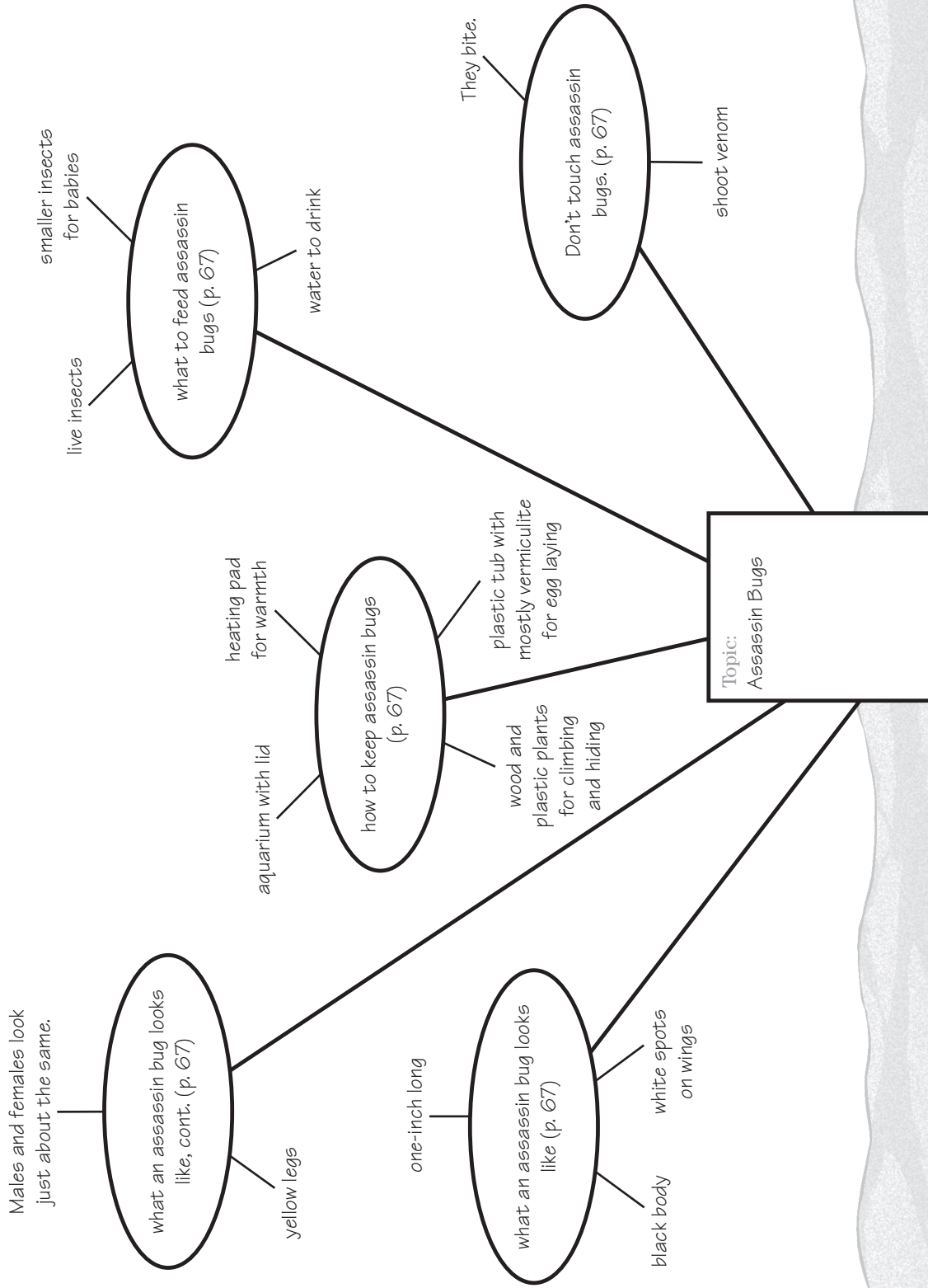
Idea Tree





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

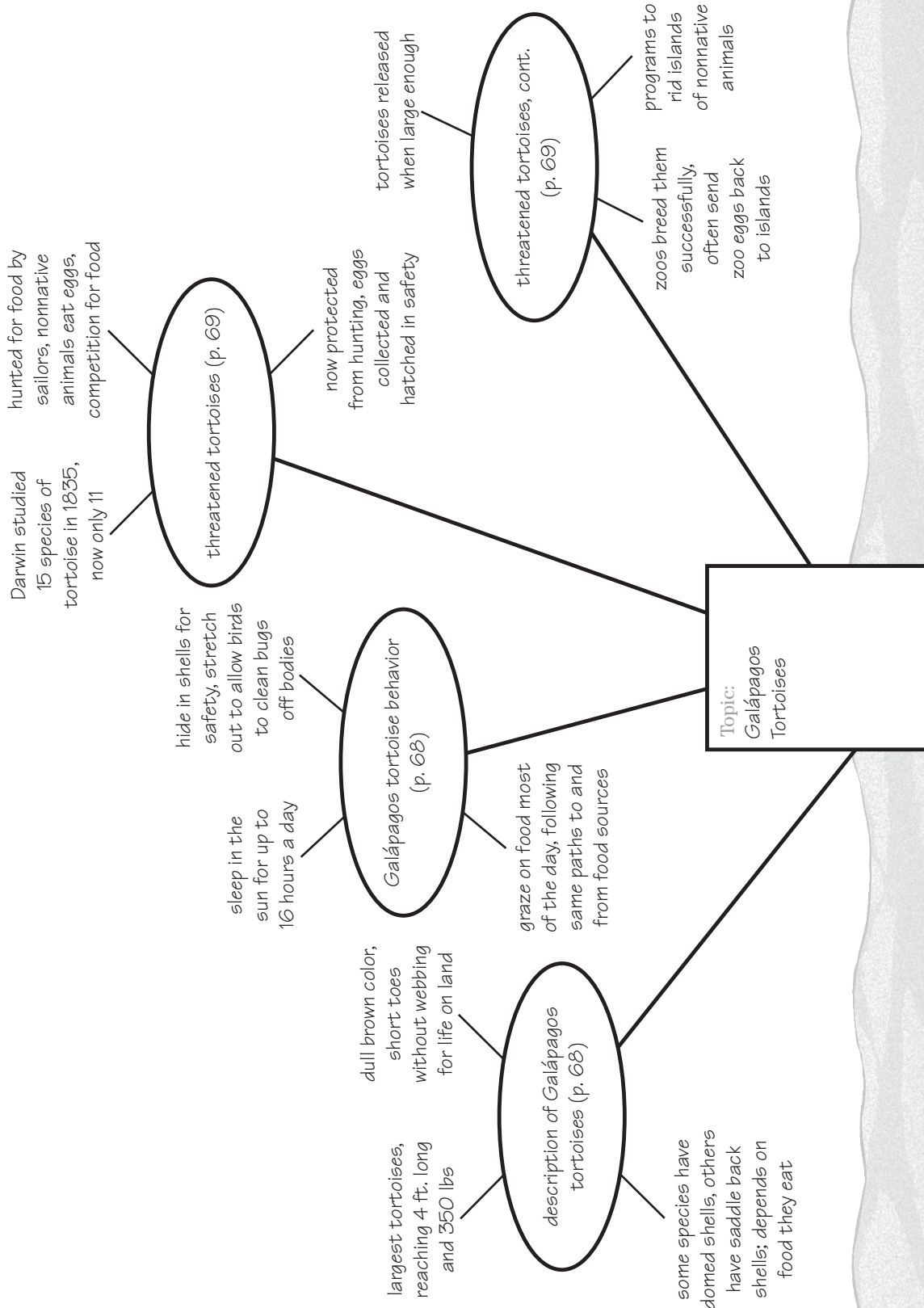
Idea Tree





Title: Ancient Giants: Galápagos Tortoises

Idea Tree



Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 5 / *Summarizing Saves the Animals: Samburu*

English Language Arts Standards: *Informational Text*

Key Ideas and Details

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

INFORMATIONAL (6 DAY)

World Capitals: Europe

Written by Min Ha Li

The Savvy Reader—Summarizing, A Collection of Readings, pages 73–97

Success for All Foundation, 2011

Summary

From Amsterdam to Athens and Paris to Prague, learn about a few of Europe’s finest capital cities. Find out how many people live in these cities, what the cities are like, and how their histories have shaped the way these cities are today.

Instructional Objectives

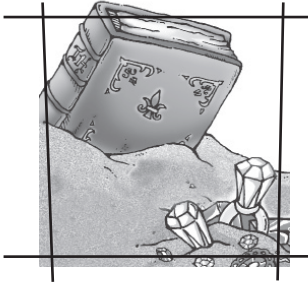
	Reading	Word Power	Writing
CYCLE 1	Summarizing (SU)	Base word and ending	Write a summary.
	Students will determine the information to include in a summary.	Students will break words into base words and endings and use the endings <i>-ed</i> , <i>-ic</i> , and <i>-s</i> to increase their understanding of words.	Students will write summaries about their state’s capital, telling the most-important information a tourist might be interested in learning about a city.
CYCLE 2	Summarizing (SU)	Connotation and denotation	Write an interview.
	Students will summarize sections of the text using main ideas and supporting details.	Students will think about the connotations of words to increase their understanding.	Students will write interviews, or lists of questions they’d like to ask a mayor of one of the capital cities they read about this cycle. Then students will pretend that they are the mayor and answer the questions.

CYCLE 1

Instructional Objectives

	Reading	Word Power	Writing
	Summarizing (SU)	Base word and ending	Write a summary.
CYCLE 1	Students will determine the information to include in a summary.	Students will break words into base words and endings and use the endings <i>-ed</i> , <i>-ic</i> , and <i>-s</i> to increase their understanding of words.	Students will write summaries about their state's capital, telling the most-important information a tourist might be interested in learning about a city.

Teacher's Note: Students will need to do a small amount of research about their state capital. Make available to students books or other resources about their state capital, such as access to state websites. The following website has information about states and their capitals: www.infoplease.com/states.htm.

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

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will begin reading *World Capitals: Europe* by Min Ha Li. As we read, we'll summarize sections of the text. Good readers summarize as they read informational texts to check their understanding of the important ideas the author wants them to know.

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

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



When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic of the text. I can do a few things to figure out the topic of a text. First I can read the title. *World Capitals: Europe*. It sounds like the text will be about capital cities in Europe. I know that countries have capital cities. They are often where the government meets to make decisions. Sometimes they are the biggest and most-important cities in the country. 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 text. I see a lot of photographs of cities and buildings. I think the topic of the text is capital cities in Europe.

- 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 European capital cities. 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 capital cities around the world. Randomly select a few students to share.
 - Share a few interesting or important facts about European capitals with students. For example, many capitals in Europe have been occupied since ancient times. Many ancient capitals have a historic city center that marks where the original city existed and shows how the city has grown.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.



Now that we know the topic of this text, we can move on to the second step of TIGRRS. The step tells us that we need to find the intent of the author. That means we should figure out why the author wrote the text or what she wants us to learn from reading it. When I looked through the pages of *World Capitals: Europe*, I saw a lot of headings and pictures about different capital cities in Europe. I think the author's intent is to tell me about these important cities. When we read, we should look for information that tells us about them.

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

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

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

Vocabulary TP

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



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

Word and Page Number	Identification Strategy	Definition	Sentence
thrived page 76	base word + ending: thriv(e) + ed	did very well, flourished	The flowers <i>thrived</i> because of the water and sunlight.
artistic page 76	base word + endings: art + ist + ic	having to do with art	Wallace is really <i>artistic</i> ; he can paint and draw well.

Word and Page Number	Identification Strategy	Definition	Sentence
dedicated page 76	base word + ending: dedicat(e) + ed	set apart for a certain purpose	The far corner of my room is <i>dedicated</i> to studying, so it has a desk and a lamp.
founded page 78	base word + ending: found + ed	created, started up	Mr. Jones likes to coach kids, so he <i>founded</i> an afterschool baseball program.
key page 82	blend	important, essential	Studying a little each night is <i>key</i> to performing well in school.
juts page 83	blend	sticks out	The table <i>juts</i> out into the room, and sometimes I bang into it.
flaw page 83	blend	problem or imperfection	The only <i>flaw</i> on the table is a small scratch near the left leg.
declared page 85	base word + ending: declar(e) + ed	announced	Ralphie stood up and <i>declared</i> that he would try out for the school play that spring.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

You already learned how to summarize literature by looking for the important events in the story. Now you will summarize informational texts by looking for main ideas and supporting details in texts.



- Use **Think-Pair-Share** to have students discuss with their partners one activity they participated in yesterday. Tell students to tell their partners about this activity in one sentence. Randomly select a few students to share.
- Tell students they just summarized an activity they participated in yesterday.
- Distribute the Summarizing Strategy Cards, and review the steps for summarizing informational texts.
- Have students look at steps 1 and 2 again. Use **Think-Pair-Share** to have them identify a tool they use whenever they read an informational text that helps them find important information and supporting details. *The idea tree.*
- Display a blank idea tree. If necessary, briefly review where students record main ideas and supporting details.

- Remind students that they write the main idea and *all* details that support the main idea on their idea trees. Point out that according to the Summarizing Strategy Card, a summary includes important information and leaves out less-important details. Tell students that this means they will not necessarily include all the information from their idea trees in their summaries. Explain that they will need to decide which information from their idea trees they will include in a summary.
- Display and read the following passage.

Blackline master provided.

A City That's Capital

There are many great cities in the United States. There's New York and Chicago. There's Los Angeles and Philadelphia. But only one city is the capital. That city is Washington, D.C., which stands for District of Columbia. Washington, D.C. is on the banks of the Potomac River in an area between Maryland and Virginia, just south of Baltimore, Maryland. But Washington, D.C. isn't part of either state. In fact, it's the only city in the United States that's not part of a larger state. And don't confuse it with the state of Washington, on the West Coast of the United States. Washington, D.C. is its own district.

Since it is the nation's capital, many of our important buildings are in Washington, D.C. The White House, where the president lives, is there. So is the Capitol building, where Congress meets and does all of its work. You'll also find the Supreme Court Building, the U.S. Treasury, and hundreds of other important buildings. Washington, D.C. truly is a capital city.

- 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 Washington, D.C. I'll write that as my topic on my idea tree. Write "Washington, D.C." in the topic box. **I read that it's the capital of the United States.** Write "Washington D.C. is the U.S. capital" on the idea tree. **I read about where Washington, D.C., is located.** Write "between Maryland and Virginia" on the idea tree. **I read about what D.C. stands for.** Write "D.C. stands for District of Columbia" on the idea tree. **I read about how Washington isn't part of a state.** Write "the only city without a state" on the idea tree. **I read about buildings in Washington, D.C.** Write "There are many important buildings in Washington D.C." **I read about where the president lives.** Write "president lives in White House" on the idea tree. **Now I'll reread for supporting details. Reread. I found more details about D.C.'s location. I'll add "on the Potomac River" and "just south of Baltimore."** I'll write that it is not the same as Washington state for the idea, "the only city without a state." I'll also add some specific names of buildings for the main idea about buildings.

- 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 Washington, D.C. That's important, so I'll include it. It's very important that it's the capital city, so I'll include that too. I think what D.C. stands for is important, so I'll include that information as well. I think it's important that Washington, D.C. is the only city without a state because that's an interesting idea, so I'll include that in my summary. I think the buildings that are in Washington, D.C. are important, so I'll include those details. However I don't think it's important that Washington, D.C. and Washington State are different. I also don't think that it's important that the president lives in the White House. I won't include those two details in my summary.

- Tell students that they will summarize as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read page 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

Introduction: Do you know?

A capital is the town in a state or country where the government is located. We all know that Washington, D.C. is the capital city of the United States. You may know that Mexico City is the capital of Mexico. You might also even know that Ottawa is the capital of Canada. But do you know other capitals? What are the capital cities of some faraway countries?

Learning about capital cities is a good way to learn about the world. Every country in the world has its own interesting history and culture. When we say culture, we mean what the people are like in a certain place. Cities throughout the world also have their own interesting cultures and history. The stories of how these cities came to be capitals are interesting ones. Some capitals are important business centers. Some capitals are centers of art and literature. Some capital cities are just heavily populated. Regardless, every capital city in the world is an interesting place. You could spend years learning about all the capitals of the world. This book focuses on the capitals of the nations of Europe. Let's begin our trip around Europe's capitals!

Learning about capital cities is a good way to learn about the world. This book focuses on the capitals of the nations of Europe.

What is this page mostly about? It's about capital cities, so that's the main idea. Write “capital cities” 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

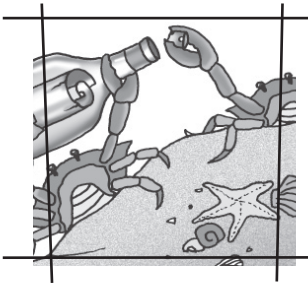
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. What are the most-important ideas from the section titled “A Dutch Fishing Village: Amsterdam”? Use your idea tree to write a short summary of this section, including at least three important ideas. (Write-On) |SU|
2. Why were the 2004 Athens Olympics considered a return to the birthplace of the Olympics? |CE|
3. What language do you think you would hear spoken in Belfast? Why? |DC|
4. How was Berlin affected by the end of World War II? |CE|
 - a. It was torn down and rebuilt.
 - b. It grew twice as large in population.
 - c. It became even more important.
 - d. It was divided into two cities.

- 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 76–80 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 are the most-important ideas from the section titled “A Dutch Fishing Village: Amsterdam”? Use your idea tree to write a short summary of this section, including at least three important ideas. (Write-On) |SU|

100 points = *Amsterdam is the capital of the Netherlands. It is the most populated city in the country. The city was founded as a fishing village and became a city around 1300. Amsterdam is one of Europe’s artistic and cultural centers.* **90 points** = *Amsterdam is the capital of the Netherlands. It is the most populated city. The city was a fishing village. Amsterdam is an artistic and cultural center.* **80 points** = *Amsterdam is the capital of the Netherlands. It was a fishing village. Now it’s an artistic and cultural center.*

Team Talk *continued*

2. Why were the 2004 Athens Olympics considered a return to the birthplace of the Olympics? |CE|

100 points = *The 2004 Athens Olympics were considered a return to the birthplace of the Olympics because the ancient Olympics were originally played in Greece outside Athens. It is where the Olympics were originally held.* **90 points** = *The 2004 Athens Olympics were considered a return to the birthplace of the Olympics because the ancient Olympics were originally played in Greece.* **80 points** = *The ancient Olympics were originally played in Greece.*

3. What language do you think you would hear spoken in Belfast? Why? |DC|

100 points = *I think I would hear English and Irish spoken in Belfast. I think this because I know the English have controlled Belfast for a long time, but the city also has an Irish Gaelic name. People must have spoken Irish there first.* **90 points** = *I think I would hear English and Irish spoken in Belfast. The English control Belfast, but the city also has an Irish Gaelic name.* **80 points** = *English and Irish, since the English control it while the Irish live there.*

4. How was Berlin affected by the end of World War II? |CE|

- a. It was torn down and rebuilt.
- b. It grew twice as large in population.
- c. It became even more important.
- d. *It was divided into two cities.*

- 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

- 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

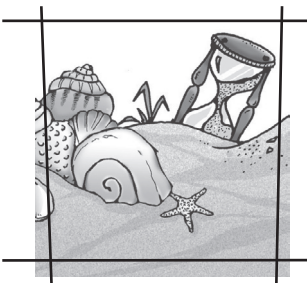
Do you think it's important for countries to have artistic and cultural centers? Why or why not?

Sometimes cities have humble beginnings. Why do you think people choose to settle in certain places and create cities?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain 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 76 (ending with “...important schools in Amsterdam.”)

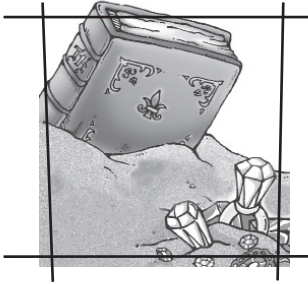
- Ask students to use the Fluency rubric as they practice giving you feedback.

- 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.

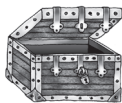
Set the Stage



- 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.

In which capital city might you hear both English and Irish spoken?

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 European capitals. We read about Amsterdam, Netherlands. We read about Athens, Greece. We learned about Belfast, Northern Ireland. We read about Berlin, Germany. We read about Bern, Switzerland.

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

Read page 81 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 81

A Small but Important City: Brussels

Now we're off to a small country in northern Europe. That nation is Belgium (BEL-jum). Its capital, right in the center of the country, is the city of Brussels (BRUS-sulls). Brussels is another small capital. Only about 140,000 people live there.

Brussels is also known by a French name. That name is Ville de Bruxelles (VEEL duh broo-ZELLS). That simply means city of Brussels in French.

Why should Brussels have a Dutch name and a French name? Belgium is bordered by the Netherlands in the north and France in the south. The northern part of Belgium speaks Dutch, while the southern part speaks French. Since Brussels is in the middle of these regions, the government declared that it should be *bilingual*, or have two official languages. People who live in Brussels learn both Dutch and French!

Brussels is a very important European city. Have you ever heard of the European Union, or the EU? The EU is a collection of many European countries that work together, trade goods with each other, and share the same currency, or money system. Many official EU buildings are located in Brussels. People consider Brussels to be the capital of the EU. When important matters that affect all of Europe are discussed, people in Brussels get involved!

Every country in Europe used to each use a different currency. Now most of them use the Euro, making travel between countries easier.

The Paul-Henri Spaak building, right, holds the debating chamber for the members of the European Union.

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

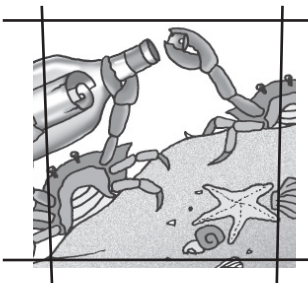
Preview Team Talk

- 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. What are the most-important ideas from the section titled "Are you Hungary? Budapest"? Use your idea tree to write a short summary of this section, including at least three important ideas. (Write-On) |SU|
2. Is Copenhagen a perfect city? Why or why not? |DC|
3. According to the caption, why did Vikings create the city of Dublin? |CE • TF|
4. Who controlled Helsinki **before** Finland gained independence? |SQ|
 - a. Denmark
 - b. Sweden
 - c. Norway
 - d. Germany



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 82–86 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 are the most-important ideas from the section titled “Are you Hungary? Budapest”? Use your idea tree to write a short summary of this section, including at least three important ideas. (Write-On) |SU|

100 points = *Budapest is the capital of Hungary. It is the largest city in the country and an important business and transportation center. Budapest is made from three cities. It was originally founded by the Romans. It sits on either side of the Danube River.* **90 points** = *Budapest is the capital of Hungary. It is an important business and transportation center. Budapest was originally founded by the Romans. It sits on the Danube River.* **80 points** = *Budapest is the capital of Hungary. It is an important business center. The Romans founded it. It sits on the Danube River.*

2. Is Copenhagen a perfect city? Why or why not? |DC|

100 points = *No. Copenhagen is not a perfect city. It is a very expensive city to live in. It is one of the most expensive European cities. People do think it is one of the best places to live in Europe.* **90 points** = *No. Copenhagen is not perfect. It is one of the most expensive European cities.* **80 points** = *No. It is one of the most expensive European cities.*

3. According to the caption, why did Vikings create the city of Dublin? |CE • TF|

100 points = *Vikings created the city of Dublin so they could trade easily with other Vikings and the Irish.* **90 points** = *Vikings created the city of Dublin so they could trade easily.* **80 points** = *The Vikings wanted to trade easily with others.*

4. Who controlled Helsinki **before** Finland gained independence? |SQ|

- a. Denmark
- b. *Sweden*
- c. Norway
- d. Germany

- 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

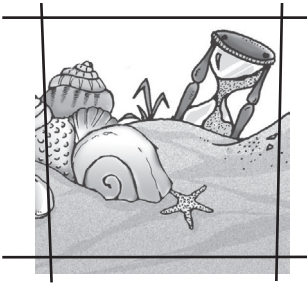
Copenhagen is an expensive city. Can you think of any things you don't like about the city or town you live in? If so, what are they?

Many European capitals are located near harbors and the coast. How do you think this helped them grow and become important?

- 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**

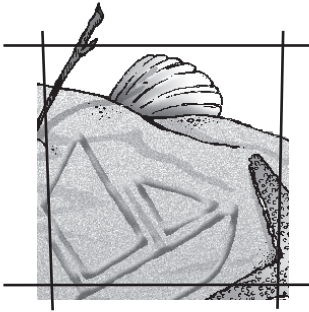
Timing Goal: 5 minutes

- 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 82 (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

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue.
- Display the Word Treasure clue.

Blackline master provided.



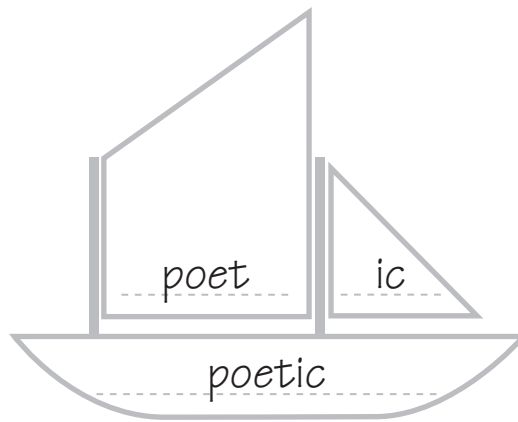
- Use **Think-Pair-Share** to have students tell you what they think the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

Word Treasure

Some base words have additional endings.

If you're having trouble reading these words, read the base word first. Read the ending next, and then read the whole word, and figure out its meaning.

- Write the word "poetic" on the board. Use **Think-Pair-Share** to have students separate the base word from the suffix. Randomly select a few students to share. Write the base word and the suffix on the appropriate sails.



- Use the word parts written on the sails to pronounce the word *poetic*. Have students say the word with you.
- Explain that endings, or suffixes, change the meaning of the base words they are attached to. Tell students that suffixes can help us define a word.
- Explain that the suffix *-ic* means having the characteristics of something. Tell students that this suffix changes word meanings to form descriptive words. Point out that *poetic* means having the characteristics of a poet or of poetry.
- Tell students that sometimes the base word needs to be changed to add suffixes. Tell them that we use the scrubber tool to scrub out or erase the extra letters at the end of certain words. Demonstrate this on the board with the word *centric* (*central* + *ic*). Erase or cross out the *al* at the end of *central*.
- Tell students that this word describes the activity of removing something.
- Tell students that Captain Read More has found several words with suffixes in their vocabulary list this cycle. Review the endings *-ic*, *-ed*, and *-s* by providing examples, showing division between base word and ending, and giving the word meaning. Create a chart if necessary.

Ending	Meaning	Example	Word Parts	Word Meaning
-ic	having the characteristics of	poetic	poet + ic	having the characteristics of a poet or poetry
-ed	occurred in the past	soared	soar + ed	did fly
-s	more than one, happening right now	prods	prod + s	pokes

- Tell students to be on the lookout for words with suffixes 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**

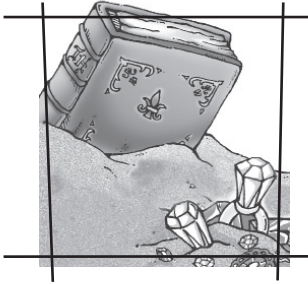
Student Edition, page S-20

Skill Practice			
Write each word in your journal. Then write the base word and ending. Write a definition for each word.			
1. quotes <i>quote + s; says what others say, more than one quote</i>			
2. blistered <i>blister + ed; did form a sore spot</i>			
Building Meaning			
thrived	artistic	dedicated	founded
key	juts	flaw	declared
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i>			
4. Choose the word that best fits in the blank. Nina is too tall for her desk, so her leg <u>juts</u> out from underneath when she sits there.			



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

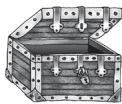
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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

**Strategic Review**

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

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

Why did Vikings found Dublin?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we read about some more European capitals. We read about Budapest, Hungary. We learned about Copenhagen, Denmark. We read about Dublin, Ireland. We learned about Helsinki, Finland. We read about Lisbon, Portugal.

- 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 on day 1, you identified the main idea. Now identify supporting details from the page, and put them on the idea tree.

A Collection of Readings,
page 75

Introduction: Do you know?

A capital is the town in a state or country where the government is located. We all know that Washington, D.C. is the capital city of the United States. You may know that Mexico City is the capital of Mexico. You might also even know that Ottawa is the capital of Canada. But do you know other capitals? What are the capital cities of some faraway countries?

Learning about capital cities is a good way to learn about the world. Every country in the world has its own interesting history and culture. When we say culture, we mean what the people are like in a certain place. Cities throughout the world also have their own interesting cultures and history. The stories of how these cities came to be capitals are interesting ones. Some capitals are important business centers. Some capitals are centers of art and literature. Some capital cities are just heavily populated. Regardless, every capital city in the world is an interesting place. You could spend years learning about all the capitals of the world. This book focuses on the capitals of the nations of Europe. Let's begin our trip around Europe's capitals!

Learning about capital cities is a good way to learn about the world. This book focuses on the capitals of the nations of Europe.

When we read this section the first time, I recorded the main idea, capital cities, on the idea tree. Now I will add details. Washington, D.C., Mexico City, and Ottawa are capitals. Continue adding details. Review the supporting details you mentioned on day 1. **Now we'll use the important information from 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.

Now I need to decide which details are important enough to include in a summary. Circle the ideas as you include them. My main idea is capital cities, so I'll include that in my summary. The definition of a capital is important and the detail that capitals have their own history and culture is important, so I'll include those as well. I think it's important that some capitals are places to trade, and it's important that they have art and literature, so I'll include that. Some capitals are heavily populated. I'll include that detail as well. I don't think it's really that important that Washington, Mexico City, and Ottawa are all capitals. That doesn't tell me much about world capitals in general. I won't include that detail. I also don't think the definition of culture is important, so I won't include that detail in my summary.

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

A capital is a city where the government is located. These cities have important histories and cultures. Capital cities are often important business, art, or literary centers in a country. Sometimes they are the largest city in their country.

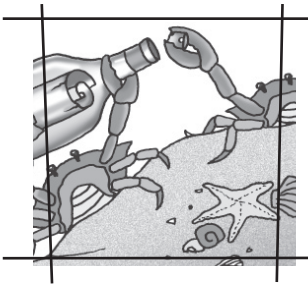
Preview Team Talk

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

Student Edition, page S-21

Team Talk

1. The photographs on page 77 help show how Athens is— |TF|
 - a. full of crumbling ruins.
 - b. an ancient and modern city.
 - c. still influenced by Greek mythology.
 - d. less attractive than other cities.
2. What are the most-important ideas from the section titled “An Irish Neighbor to the North: Belfast”? Use your idea tree to write a short summary of this section, including at least three important ideas. (Write-On) |SU|
3. Why is Bern less modern than many of the other capitals you have read about? |CE|
4. How does the author help you learn to pronounce words and names in this text? Give an example. |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 76–80 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. The photographs on page 77 help show how Athens is— |TF|
 - a. full of crumbling ruins.
 - b. *an ancient and modern city.*
 - c. still influenced by Greek mythology.
 - d. less attractive than other cities.

2. What are the most-important ideas from the section titled “An Irish Neighbor to the North: Belfast”? Use your idea tree to write a short summary of this section, including at least three important ideas. (Write-On) |SU|

100 points = *Belfast is the capital of Northern Ireland. It is the second largest city on the island of Ireland. Europeans didn't found Belfast until the 1600s, but people have lived there since the Bronze Age. It is an important shipbuilding center for the world.* **90 points** = *Belfast is the capital of Northern Ireland. It is the second largest city on the island. People have lived there since the Bronze Age. It is an important shipbuilding center.* **80 points** = *Belfast is the capital of Northern Ireland. It is the second largest city on Ireland. People have lived there a long time. Shipbuilding is important.*

3. Why is Bern less modern than many of the other capitals you have read about? |CE|

100 points = *Bern is less modern than many of the other capitals I have read about because it still looks like it did during medieval times. It still has a lot of medieval buildings in the town. It is a UNESCO World Heritage Site because of its medieval buildings.* **90 points** = *Bern is less modern than many of the other capitals I have read about because it still looks like it did during medieval times. It still has a lot of medieval buildings.* **80 points** = *It still has a lot of medieval buildings.*

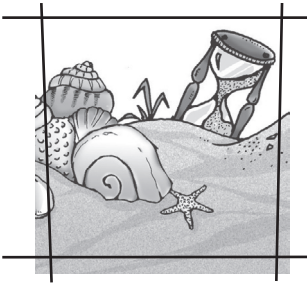
4. How does the author help you learn to pronounce words and names in this text? Give an example. |TF|

(Answers may vary.) **100 points** = *The author helps me learn to pronounce words and names in this text by putting a guide for how to say the word in parentheses after difficult words. An example is “DOITCH-land” after the word Deutschland. I wouldn't know how to say it without the guide.* **90 points** = *The author helps me learn to pronounce words and names in this text by putting a guide for how to say the word in parentheses after difficult words. An example is “DOITCH-land.”* **80 points** = *She puts a guide for how to say the word in parentheses after difficult words.*

- 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

<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 		
	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 		
<p>Think-and-Connect Discussion</p>	<table border="1"> <tr> <td data-bbox="797 678 943 995"> <p>Team Talk Extenders</p> </td> <td data-bbox="946 678 1474 995"> <p>A lot of European cities have very old architecture in them. How do you think cities work to preserve ancient buildings?</p> <p>Many of the cities you’ve read about are important centers for something within their country, such as education, business, or technology. Is your city or town an important center for something in your state? What is it?</p> </td> </tr> </table>	<p>Team Talk Extenders</p>	<p>A lot of European cities have very old architecture in them. How do you think cities work to preserve ancient buildings?</p> <p>Many of the cities you’ve read about are important centers for something within their country, such as education, business, or technology. Is your city or town an important center for something in your state? What is it?</p>
<p>Team Talk Extenders</p>	<p>A lot of European cities have very old architecture in them. How do you think cities work to preserve ancient buildings?</p> <p>Many of the cities you’ve read about are important centers for something within their country, such as education, business, or technology. Is your city or town an important center for something in your state? What is it?</p>		
	<ul style="list-style-type: none"> – Award team celebration points. 		
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 		



FLUENCY IN FIVE **TP**

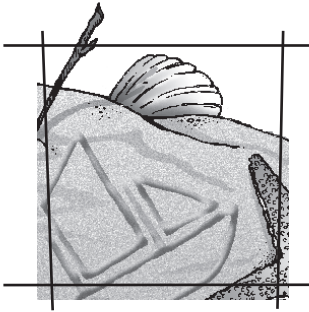
Timing Goal: 5 minutes

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

Student Edition, page S-19

Page 82 (paragraphs 1 and 2) or 78 (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**

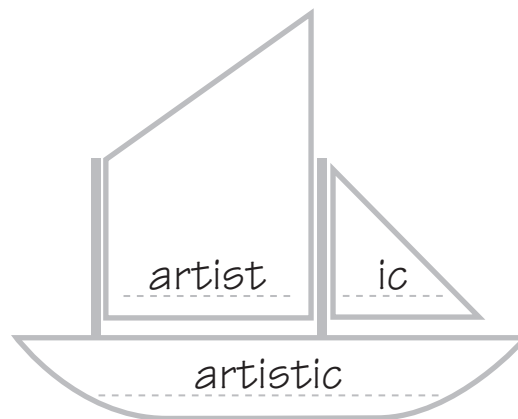
Timing Goal: 10 minutes

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- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue Captain Read More uses (big sail and little sail). Have students identify the suffixes they are working with in this cycle (*-ic*, *-ed*, and *-s*).
- Use **Think-Pair-Share** to have students look at their vocabulary list and find words that have these endings. Randomly select a few students to share. *The words thrived, artistic, dedicated, founded, juts, and declared.*
- Remind students that they are working with the scrubber this cycle. Point out that the base words *thrive*, *dedicate*, and *declare* all have a final *e* that needs to be scrubbed off to add the *-ed*.
- Have students practice applying the new suffix *-al*. Display the sail clue, and write the word “artistic” on the bottom of the boat. Use **Team Huddle** to have students identify the base word and ending. Use **Random Reporter** to select students to respond. Write “artist” on the big sail and “ic” on the little sail.



- Use **Team Huddle** to have students use the suffix to define the word. Use **Random Reporter** to select students to share. *Having the characteristics of an artist or art.*
- 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. Then write the base word and ending. Write a definition for each word.

1. influenced *influenc*~~e~~ + *ed*; *did affect or sway*
2. comedic *comed*~~y~~ + *ic*; *having the characteristics of comedy, being funny*

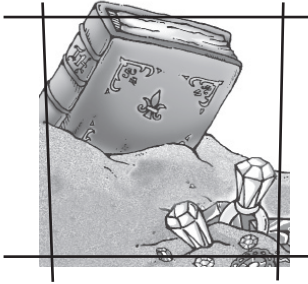
Building Meaning

thrived	artistic	dedicated	founded
key	juts	flaw	declared

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. Ms. Withers was such a good gardener that all of her herbs and spices thrived under her care. *Thrived* means—
 - a. *flourished.*
 - b. *wilted.*
 - c. *failed.*
 - d. *diminished.*

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

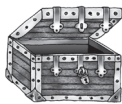
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

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

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

Why is Bern less modern than some other capitals?

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 European capitals. Amsterdam started out as a small fishing village, but it is now the biggest city in the Netherlands. It's an important artistic and cultural center. Athens has been lived in since around 3000 BCE. People go there to visit the ancient architecture, but the city is also very modern. Belfast isn't as old as Athens, but people have lived around there for thousands of years. It's an important shipbuilding center. Berlin is the biggest city in Germany. After World War II, a wall divided the city in half. It was torn down in 1989. Bern still looks very medieval because many of its original buildings are still standing.

- 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 81 aloud. Remind students that on day 2, you identified the main idea. Now identify supporting details from the page, and put them on the idea tree.

A Collection of Readings,
page 81

A Small but Important City: Brussels

Now we're off to a small country in northern Europe. That nation is Belgium (BEL-jum). Its capital, right in the center of the country, is the city of Brussels (BRUS-sulls). Brussels is another small capital. Only about 140,000 people live there.

Brussels is also known by a French name. That name is Ville de Bruxelles (VEEL duh broo-ZELLS). That simply means city of Brussels in French.

Why should Brussels have a Dutch name and a French name? Belgium is bordered by the Netherlands in the north and France in the south. The northern part of Belgium speaks Dutch, while the southern part speaks French. Since Brussels is in the middle of these regions, the government declared that it should be *bilingual*, or have two official languages. People who live in Brussels learn both Dutch and French!

(continued on next page)

Brussels is a very important European city. Have you ever heard of the European Union, or the EU? The EU is a collection of many European countries that work together, trade goods with each other, and share the same currency, or money system. Many official EU buildings are located in Brussels. People consider Brussels to be the capital of the EU. When important matters that affect all of Europe are discussed, people in Brussels get involved!

Every country in Europe used to each use a different currency. Now most of them use the Euro, making travel between countries easier.

The Paul-Henri Spaak building, right, holds the debating chamber for the members of the European Union.

When we read this section the first time, I recorded the main idea, Brussels, on the idea tree. Let's identify some supporting details. People living there speak both French and German. It is the capital of Belgium. Continue adding details. Now we'll use the important information from 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 Brussels. That's important, so I'll include it. I think the detail about where it's located is important, so I'll include that. The facts that Brussels has two names and is in the middle of a country with German and French parts are important, so I'll include those details. I also think it's important that Brussels is important to the EU. Do I need to include the detail about its population? That information is interesting, but it doesn't seem as important as the other details. I won't include that detail in my summary.

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

Brussels is the capital of Belgium. It is also called Ville de Bruxelles. Belgium is divided into German and French regions, with Brussels in the middle. People in the city are bilingual. Brussels is important to the European Union.

Preview Team Talk

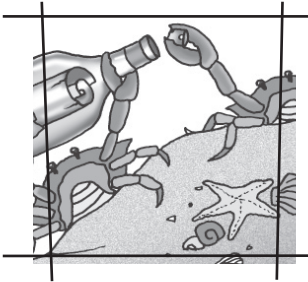
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-22

Team Talk

1. What do Budapest and Copenhagen have in common? |CC|
 - a. They were both founded by the Romans in ancient times.
 - b. They are both located in Denmark.
 - c. They are both located in Hungary.
 - d. They were both controlled by Germany in World War II.
2. What does the word *suburb* mean on page 86? How can you tell? |CL|
3. According to the caption on page 86, what problem do people living in Lisbon have to deal with on occasion? |PS • TF|
4. Use information from your idea tree to write a summary of this cycle of *World Capitals: Europe*. (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 82–86 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 Budapest and Copenhagen have in common? |CC|

- a. They were both founded by the Romans in ancient times.
- b. They are both located in Denmark.
- c. They are both located in Hungary.
- d. *They were both controlled by Germany in World War II.*

2. What does the word *suburb* mean on page 86? How can you tell? |CL|

100 points = *The word suburb means a city or town that is just outside or near a bigger city. I can tell because the text keeps including small neighboring cities in population totals for the capital city. The cities must be close enough to the big city to be part of it.* **90 points** = *The word suburb means a city or town that is just outside or near a bigger city. I can tell because the text keeps including small neighboring cities in population totals for the capital city.* **80 points** = *It's a city or town that is just outside or near a bigger city.*

3. According to the caption on page 86, what problem do people living in Lisbon have to deal with on occasion? |PS • TF|

100 points = *According to the caption on page 86, people living in Lisbon have to deal with earthquakes on occasion. The caption says that many earthquakes have struck Lisbon. It says the worst earthquake struck in 1755 and destroyed most of the city.* **90 points** = *According to the caption on page 86, people living in Lisbon have to deal with earthquakes on occasion. The caption says that many earthquakes have struck the city.* **80 points** = *They have to deal with earthquakes.*

4. Use information from your idea tree to write a summary of this cycle of *World Capitals: Europe*. (Write-On) |SU|

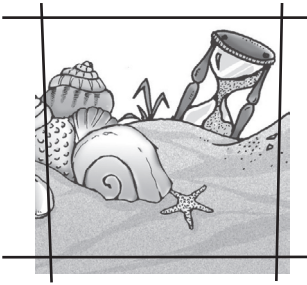
100 points = *The capital cities of Europe are often the biggest cities in the country. Some capitals are important cultural centers, such as Amsterdam, Athens, and Bern. Other capitals are important business centers, such as Belfast, Berlin, Budapest, Copenhagen, and Helsinki. Many of the cities have humble beginnings as small villages that grew into big cities, such as Amsterdam, Athens, Dublin, and Lisbon. Athens is the oldest capital.* **90 points** = *The capital cities of Europe are often the biggest cities in the country. Some capitals are important cultural centers. Other capitals are important business centers. Many of the cities have humble beginnings as small villages. Others are ancient.* **80 points** = *The capitals of Europe are often the biggest cities. Some are important culturally and for business. Many are ancient or started as small villages.*

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

Class Discussion **TP**



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>A lot of the capitals in this cycle are ancient. How old is your capital city? How do you think that makes the city different from one of the ancient European capitals?</p> <p>Which of the capital cities mentioned in this cycle would you most like to visit? Why?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>A lot of the capitals in this cycle are ancient. How old is your capital city? How do you think that makes the city different from one of the ancient European capitals?</p> <p>Which of the capital cities mentioned in this cycle would you most like to visit? Why?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries. 	
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

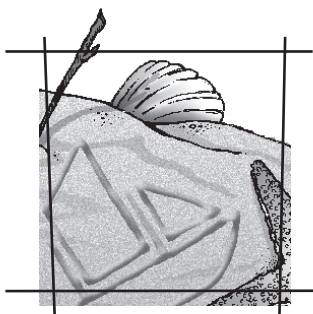
Timing Goal: 5 minutes

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

Student Edition, page S-19

Page 82 (paragraphs 1 and 2), 78 (paragraphs 1 and 2), or 85

- 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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- Remind students of the Word power skill (base words and endings).
- Use **Think-Pair-Share** to have students tell 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 word meanings slightly. For example, adding -ed to a word means it happened in the past.*
- Direct students' attention to the Word Power Challenge. Have students use **Team Huddle** to read the words and give a meaning for each word. If necessary, have students use the sail clues and identify the base words and endings.

Preparation: Display the Word Power Challenge.

Word Power Challenge

disguises

heroic

SR

- Use **Random Reporter** to check pronunciation and meanings. Disguises = disguise + s, *more than one costume or hiding right now*; heroic = hero + ic, *having the characteristics of being a hero or champion.*
- 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

Write each word in your journal. Then write the base word and ending. Write a definition for each word.

1. dramatic *drama + t + ic; having the characteristics of drama, seriousness*
2. recited *recite + ed; said aloud*

Building Meaning			
thrived	artistic	dedicated	founded
key	juts	flaw	declared

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

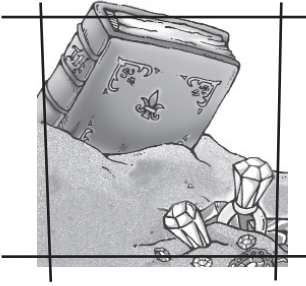
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

I couldn't find a single flaw in the perfectly smooth piece of glass.

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text that students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

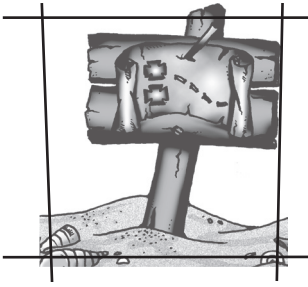
Today you will read about Istanbul. This European city was once an important capital.

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

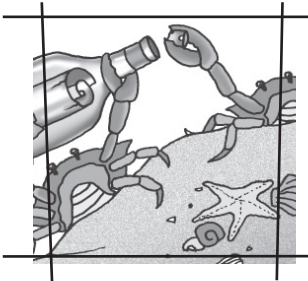
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they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

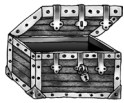
Team Discussion **TP**

- 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 that they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they put on their graphic organizers.

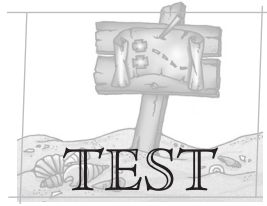


Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



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



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Ancient Capital No More: Istanbul

Istanbul is a former European capital with a long history. It is in Turkey, which lies in both Europe and Asia. The country is divided by the Bosphorus Strait. This is a thin body of water that connects two seas. Istanbul is on the European side. It lies on the strait.

The city was created in 660 BCE and called Byzantium. It was an important trading center. Many different empires wanted to take over the city for its wealth. Roman emperors named it Constantinople when they took over the city.

It became the capital of the Eastern Roman Empire when the empire split. The city saw growth in art and architecture during this time. It influenced culture and knowledge across Europe. The Hagia Sophia church was built because of this. It is one of the most beautiful buildings in the city. Now it is a museum.

The Ottomans took over Turkey in the Middle Ages. They named the city Istanbul. They ruled Turkey until 1923. That is when Turkey created a new government. The new leaders moved the capital to Ankara. Istanbul is still the largest city. More than 9 million people live there. It is one of the most popular tourist spots in Europe. People visit to learn its history, see its beauty, and enjoy its culture.

Sources: www.lonelyplanet.com/turkey/istanbul

www.city-data.com/world-cities/Istanbul-History.html

www.allaboutturkey.com/istanbul.htm

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of this text is Istanbul. I know this is the topic because the heading has the name Istanbul in it. I learn about the history of the city.*

15 points = *The topic of this text is Istanbul. I know this is the topic because the heading has the name Istanbul in it.* **10 points** = *It is about Istanbul. I learned information about it.*

30 points

2. What is the intent of the author? |AP|
- to inform the reader about a former European capital*
 - to persuade the reader to visit Istanbul*
 - to compare Istanbul to other European capitals*
 - to explain how the city was named Byzantium and Constantinople*

How do you know?

20 points = *I think the intent of the author is to inform me about a former European capital. I learned that Istanbul was once Turkey's capital. It is Turkey's largest city and only lost the title of capital recently. I do not see information that persuades, compares, or explains the city's names.*

15 points = *I think the intent of the author is to inform me about a former European capital. I learned that Istanbul was once Turkey's capital.*

10 points = *The author wants to inform me about it. I learned about it.*

20 points

3. Is the statement “[The Hagia Sophia] is one of the most beautiful buildings in the city” a fact or an opinion? Why? |FO|

20 points = *The statement “[The Hagia Sophia] is one of the most beautiful buildings in the city” is an opinion. You cannot prove that it is one of the most beautiful buildings. That is how some people feel about it. Other people might think other buildings in Istanbul are beautiful.* **15 points** = *The statement “[The Hagia Sophia] is one of the most beautiful buildings in the city” is an opinion. You cannot prove that it is one of the most beautiful buildings. That is how some people feel about it.* **10 points** = *It is an opinion. You cannot prove it.*

20 points

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

20 points = *Istanbul is a European city with a long history. It was founded in ancient times and made the capital of many different empires. It has been an important business center and a cultural center. It lost the title of capital in 1923, but it is still the largest city in the country.* **15 points** = *Istanbul is a European city with a long history. It was the capital of many different empires. It has been an important business and cultural center. It lost the title of capital, but it is still the largest city in the country.* **10 points** = *Istanbul is a European city. It was the capital of many different empires. It lost the title of capital. It's the largest city in the country.*

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. Write a definition for each word.

- 5 points** 1. volcanic *volcan~~o~~ + ic; having the characteristics of a volcano*
- 5 points** 2. jeers *jeer + s; more than one insult, insulting right now*
- 5 points** 3. desired *desir~~e~~ + ed; wanted in the past*
- 5 points** 4. angelic *angel + ic; having the characteristics of an angel, sweet person*

Building Meaning

thrived	artistic	dedicated	founded
key	juts	flaw	declared

- 10 points** 5. Write a meaningful sentence for the word *dedicated*.
10 points = *My dad has a corner in the garage that is dedicated for his woodworking hobby, and you'll find all of his tools and projects there.*
5 points = *My dad has a corner in the garage that is dedicated for his woodworking hobby.*
1 point = *My dad has a corner dedicated for woodworking.*
- 10 points** 6. There is one really artistic neighborhood in the city where all the residents have interesting sculptures in their yards.
- 10 points** 7. Last year, Yancy founded the Kids for Kids Company, which helps new kids find friends and activities when they move to a new school. *Founded* means—
- broke up.
 - created.
 - ruined.
 - shut down.
- 10 points** 8. My plant thrived once I found a spot that wasn't too sunny or too shady for it.

10 points

9. The only flaw with Eden's plan was she didn't know how she would trick her mom into leaving the house while she set up for the surprise party. *Flaw* means—
- bump.
 - solution.
 - problem.*
 - regret.

10 points

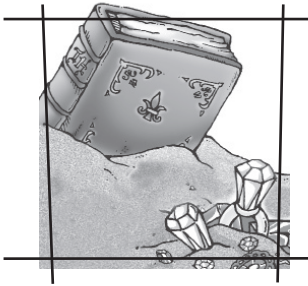
10. A peninsula is a piece of land that juts out into a large body of water.

10 points

11. A key moment in the president's speech was when he announced that there would be no new taxes during his time in office. *Key* means—
- minor.
 - uninteresting.
 - important.*
 - wasted.

10 points

12. Lamont declared that he wanted to become healthier in the new year and that he would start running each day.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a summary about the capital city of your state for a tourism brochure. You have read about many of the capital cities in Europe. Even though the United States is one country, each state has a capital that serves as the seat of the state government. You will do a little research to learn about your state's capital and write a summary of the most-important facts about it. Think about the kinds of facts a tourist to the city might want to learn.

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

Teacher's Note: Students will need to do a small amount of research about their state capital. Make available to students books or other resources about their state capital, such as access to state websites. The following website has information about states and their capitals: <http://www.infoplease.com/states.htm>.

- Introduce the activity, writing a summary.

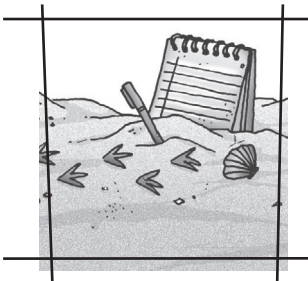
You have focused a lot on reading summaries about cities in Europe. These are summaries that could appear in a tourist guidebook or brochure. Summaries such as these are important because they provide tourists with a little background knowledge about a city they are visiting or might like to visit.

- Have students turn to page 77 in their texts and reread the information about Athens.
- Use **Team Huddle** to have students discuss the answers to questions about the information in this section about Athens. Use **Random Reporter** to select students to share.



This section really provides a summary about the city of Athens. It describes some of the most-important events in its history and features of the city. Let’s look at why this is good information to provide in a summary. In the first paragraph, it describes how many people live in Athens. Why might a tourist want to know this? A tourist can gauge how big and busy a city is. If he or she does not like busy cities or places, he or she can decide whether to go there. Good. It is important for some people to know how big and bustling a city is. In the next paragraph, some of Athens’ history is described. We learn the history of its name and also about some of the sights in the city. Why is this important? Tourists want to know how old a city is and what kinds of things are in the city. If a tourist likes learning about history and visiting ruins, he or she will want to know of the city is ancient enough to have ruins or if it has an interesting history. The final paragraph in the summary provides a little information about what has happened in Athens more recently. Why might this be important to tourists? Some tourists might want to see modern things in the city. They might want to know if the city is busy and has a night life. Right. This is really only a summary about Athens, so readers only learn the most important and biggest details about the city. This is good for tourists, and a good start for learning more about a place.

- Tell students that they will do a little research about their capital city and write a summary for a tourism brochure.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a summary about your state’s capital city for a tourism brochure. You will discuss the most-important facts and features of your capital city in your brochure.



- 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

Imagine that you work for your state's tourism department and need to write a summary about your state's capital. Choose at least five important facts or details about your state's capital city for your summary. Also think about information a tourist to your state's capital city might want to learn about or see. When was the city founded and made a capital? What is the population? Does the city have an important history? What kinds of things does the city manufacture? Does it host any special celebrations? What museums, parks, or memorials are there to see in the city? Your summary should read as if it is a story of the city's history and not a random collection of facts. Remember to write your summary in complete sentences.

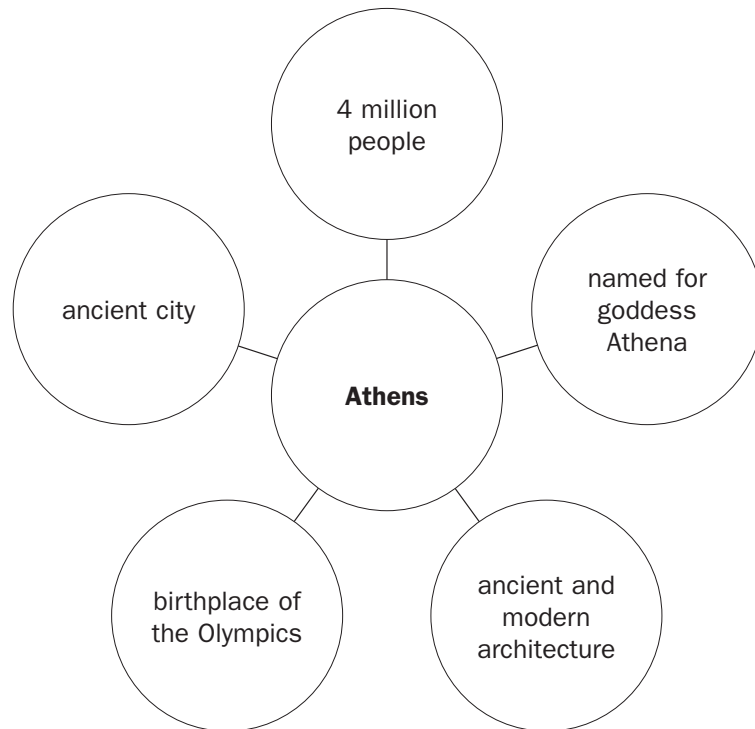
Scoring Guide

You wrote a summary about your state's capital city for tourism brochures.	25 points
Your summary includes at least five important facts or details about your state's capital city.	10 points each (50 points maximum)
Your summary reads like a story of the city's history.	15 points
The summary is written in complete sentences.	10 points

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

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

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

Sample Graphic Organizer**Drafting**

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

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**

- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Discuss proper capitalization of proper nouns with students.

Your research of your capital city might have turned up some interesting facts or places to see that you think should be mentioned in your summary. It is important to recognize when something is a proper name and when something is just a regular noun. The names of buildings or organizations should be capitalized, while regular nouns are written in lowercase.

- Display the following chart of nouns and how to capitalize them.

Blackline master provided.

Noun	Proper Noun
library	Library of Congress
museum	National Museum of American History
stadium	Cooper Hall Stadium

- Point out to students that the words on the left are common nouns, and the words on the right are proper nouns.

It is likely that your state's capital city has one of these examples in it. It might have a big library, museum, or stadium in it. These are common nouns and should not be capitalized. The examples on the right are proper nouns, however. If your city has a library in it, it might have a name that includes the word *library*. In this case, it is a part of a proper noun, and it should be capitalized. Check your summaries to see if you have included the name of a famous building or monument. Make sure you have properly capitalized all the words in its name.

- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.

- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

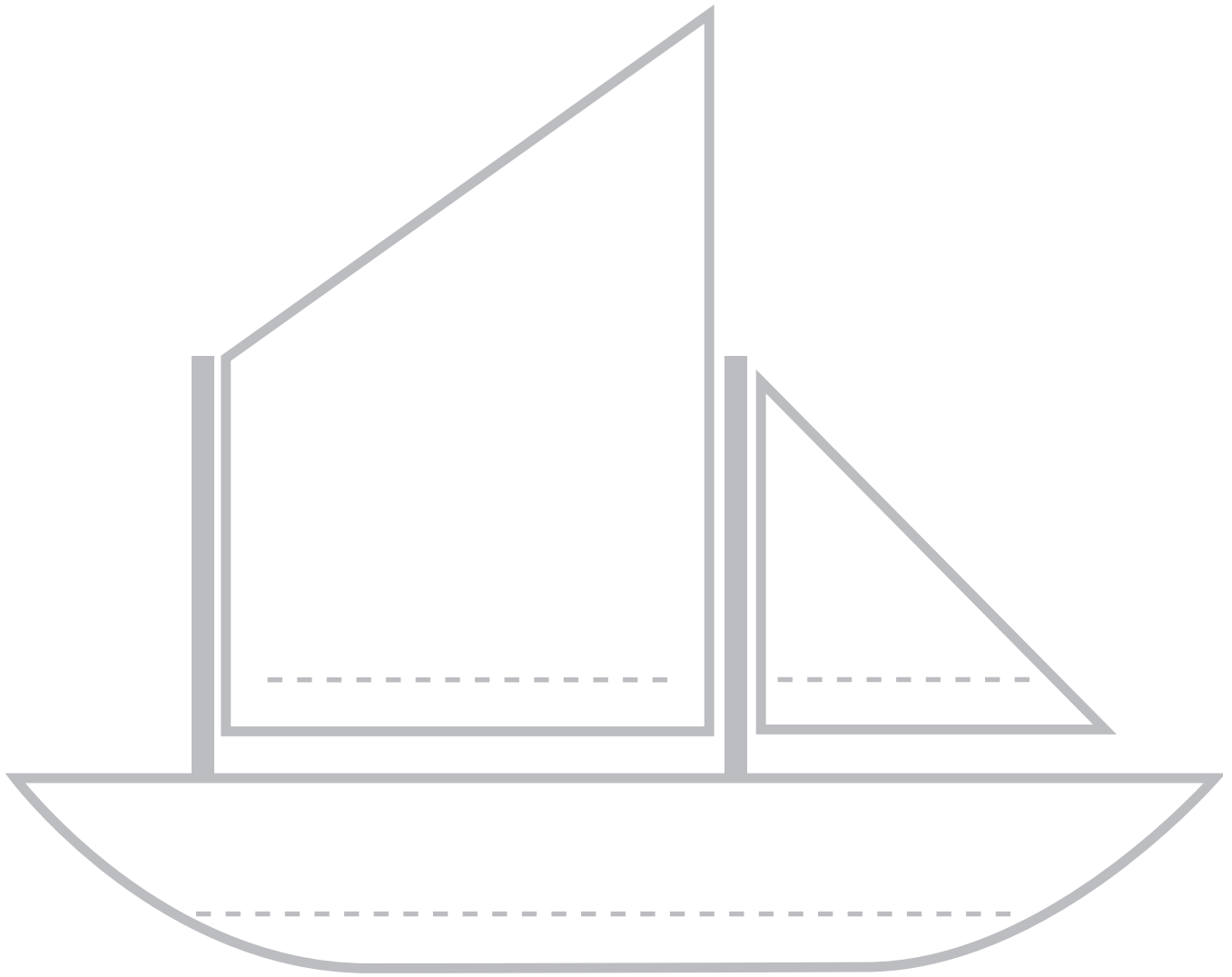
- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

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

A City That's Capital

There are many great cities in the United States. There's New York and Chicago. There's Los Angeles and Philadelphia. But only one city is the capital. That city is Washington, D.C., which stands for District of Columbia. Washington, D.C. is on the banks of the Potomac River in an area between Maryland and Virginia, just south of Baltimore. But Washington, D.C. isn't part of either state. In fact, it's the only city in the United States that's not part of a larger state. And don't confuse it with the state of Washington, on the west coast of the United States. Washington, D.C. is its own district.

Since it is the nation's capital, many of our important buildings are in Washington, D.C. The White House, where the president lives, is there. So is the Capitol building, where Congress meets and does all of its work. You'll also find the Supreme Court Building, the U.S. Treasury, and hundreds of other buildings. Washington, D.C. truly is a capital city.

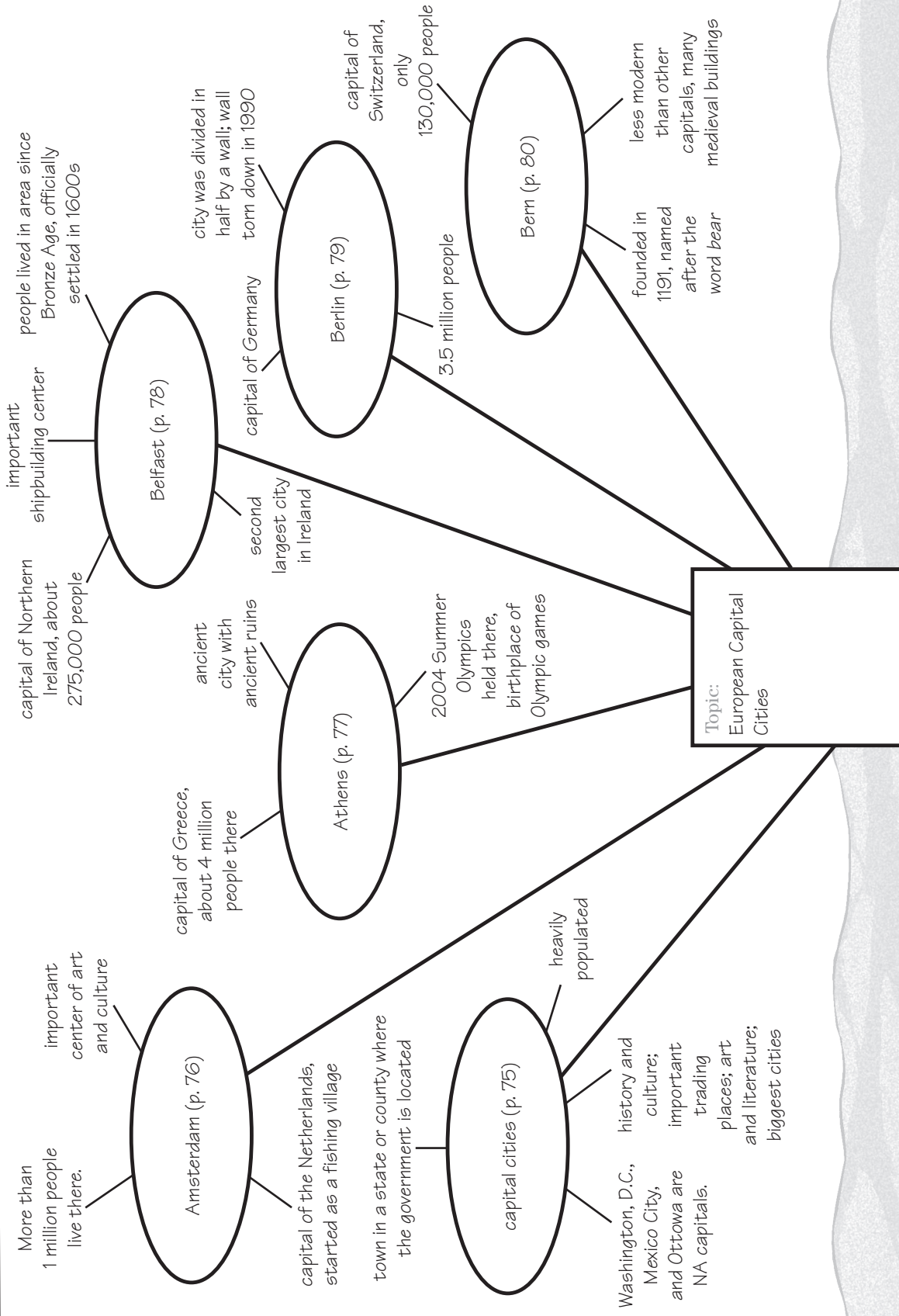


Noun	Proper Noun
library	Library of Congress
museum	National Museum of American History
stadium	Cooper Hall Stadium



Title: World Capitals: Europe, cycle 1

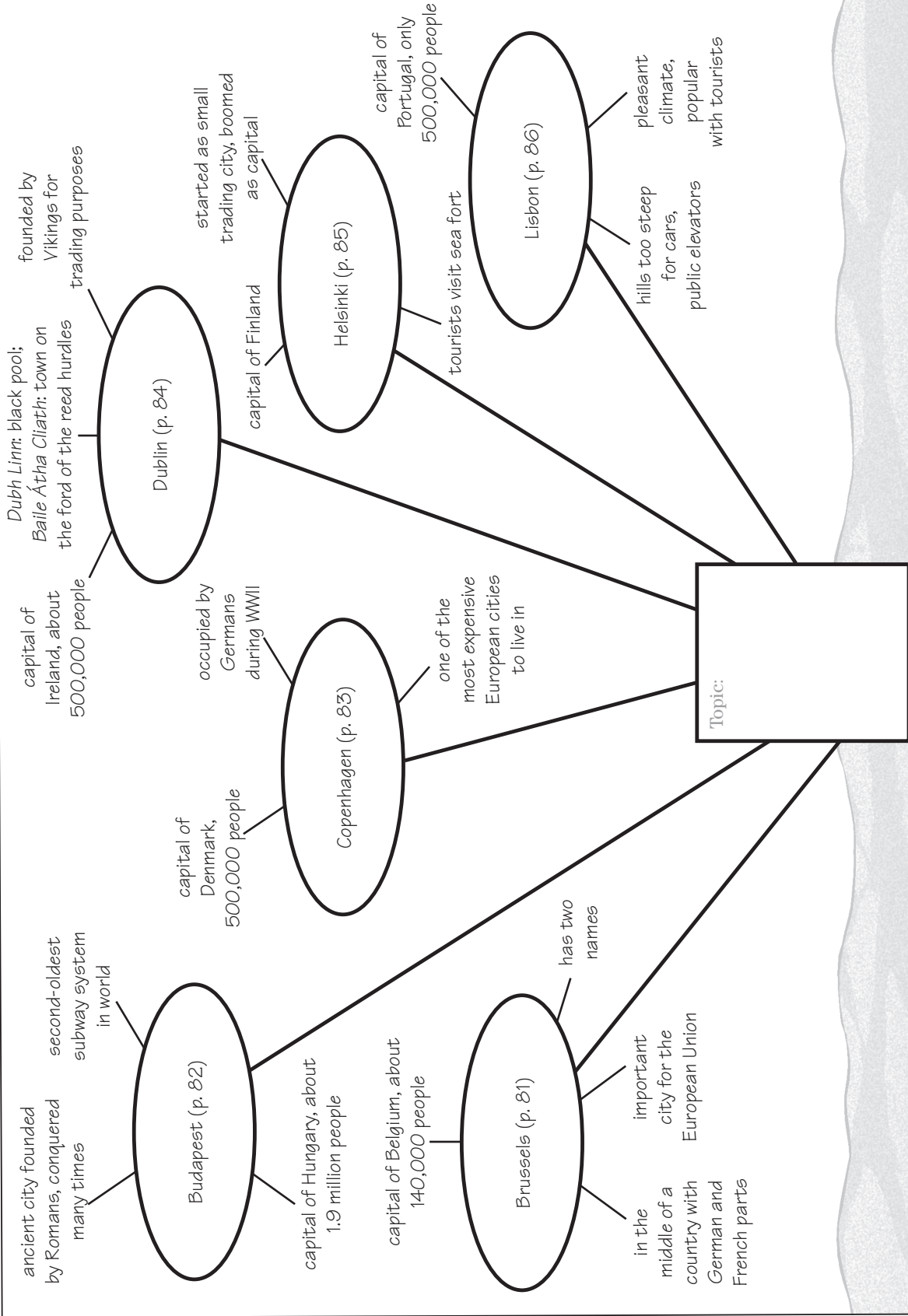
Idea Tree





Title: World Capitals: Europe, cycle 1, cont.

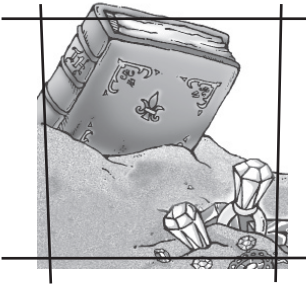
Idea Tree



CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 2	Summarizing (SU)	Connotation and denotation	Write an interview.
	Students will summarize sections of the text using main ideas and supporting details.	Students will think about the connotations of words to increase their understanding.	Students will write interviews, or lists of questions they'd like to ask a mayor of one of the capital cities they read about this cycle. Then students will pretend that they are the mayor and answer the questions.

**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 *World Capitals: Europe* by Min Ha Li. 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 European capital cities. We read about some capitals in the last cycle.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

We reminded ourselves about the topic of this text. Now we need to think about the intent of the author, or why the author wrote the text. In the last cycle, we decided the author's intent was to inform us about European capitals. 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 European capitals. This is still the intent of the author.

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

Our next step in TIGRRS is to choose a graphic organizer to help us record important ideas from the text. In the last cycle, we used an idea tree. The author gives us a lot of ideas and details that support them. When I flip through the second half of the text, I see that it is still arranged in the same way. There are more ideas and supporting details. We'll keep using an idea tree to record important information.

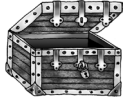
- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary **TP**



- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.

- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



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

Word and Page Number	Identification Strategy	Definition	Sentence
source page 88	blend	beginning, where something comes from	We learned that the <i>source</i> of the water was an underground spring.
attraction page 88	base word + ending: attract + ion	something that people want to see or do	A fun waterslide is the biggest <i>attraction</i> at the theme park.
tourists page 88	base word + ending: tourist + s	people who visit a place on vacation	A busload of <i>tourists</i> stopped at all the famous sites in the city.
draws page 90	base word + ending: draw + s	pulls in	The smell of Dad's wonderful apple pie <i>draws</i> me and Mikey into the kitchen.
elegant page 90	chunk: el-e-gant	fancy, beautiful	The fancy party was fun because I wore my most <i>elegant</i> dress.
boomed page 85	base word + ending: boom + ed	grew quickly	Most towns in California were small until the gold rush, then they <i>boomed</i> overnight.
astride page 96	chunk: a-stride	sitting on two sides of something	The cowboy sits <i>astride</i> his horse, with a leg on either side.
massively page 96	base word + ending: massive + ly	largely	The blizzard <i>massively</i> affected the Midwest as it dumped ten inches of snow on roads in a few hours.

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 fewer 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 Belfast, called “An Irish Neighbor to the North: Belfast.”

Blackline master provided.

It is the capital of Northern Ireland.
 People have lived there since the Bronze Age.
 Europeans didn't settle it until 1600.
 It's an important shipbuilding center.

- 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 Belfast, so I think the author must consider that important. I'll keep that idea. It's also important to know that Belfast is the capital of Northern Ireland, so I'll keep that idea too. Should I include the information about it being settled by Europeans in the 1600s? In the passage, the author makes this seem important, like that is when the city really grew. I'll keep that detail too because the author probably thinks it's important. The fact that it's an important shipbuilding center seems important too, so I'll keep that. I don't think that the detail about the Bronze Age is really important. It doesn't really tell me much about Belfast. 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.

Belfast is the capital of Northern Ireland. It was settled by Europeans in the early 1600s. Today it is an important shipbuilding center.

- 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 87 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 87

Shakespeare, Kings, and Queens: London

No book about European capitals would be complete without one of the most famous and vibrant cities in the world. That city is London, and it is the capital of England, just off the coast of mainland Europe. It is also one of the most populated cities in the world; a whopping 7.2 million people live in or near the city itself! For 100 years, from 1825 until 1925, London had the largest population of any city in Europe.

As the capital of England, London is the home of all of London's government and royalty. Queen Elizabeth II, the monarch who oversees countries on every continent in the world except Antarctica, resides in London. But so do the members of Britain's Parliament, the group who actually make the laws that affect the lives of everyone in England.

But London is much more than that. It is also one of the most important cultural cities in the world. Have you ever heard of William Shakespeare? Hundreds of years after his death, Shakespeare is still regarded as perhaps the best writer the world has ever known. He lived, worked, and wrote his plays in London. Hundreds of world-famous authors and artists came from London. London, as we briefly mentioned earlier, is home to the oldest subway system in the world. It was originally built in 1863 and used steam-engine trains. The oldest tunnels are still used by thousands of people every day. These are but just a few of the things one can say about London.

Queen Elizabeth II is the second longest reigning queen of England. Queen Victoria, who reigned for nearly 64 years, is the longest.

It is estimated that 1,073 million passengers ride the Underground each year.

The Globe Theatre, where Shakespeare's plays were first performed, was located in London. It was closed by Puritans in 1642 and later burned to the ground.

What is this page mostly about? It's about London, so that's my main idea.
Write "London" 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

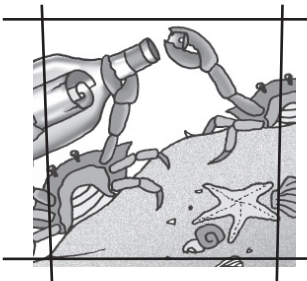
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-24

Team Talk

1. What are the most-important ideas from the section titled “The Doors of Europe: Madrid”? Using your idea tree, write a short summary of the section containing at least four important ideas. (Write-On) |SU|
2. Why was the location of Oslo moved after 1624? |CE|
 - a. More space was needed for people.
 - b. The Vikings attacked the old location too easily.
 - c. The view was better in the new place.
 - d. A fire destroyed the original city.
3. Why do you think people compare Prague to Paris? |DC|
4. On page 90, the author writes that Paris is a “densely packed” place. What does that mean? How did you figure that out? |CL|

- 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 88–91 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 are the most-important ideas from the section titled “The Doors of Europe: Madrid”? Using your idea tree, write a short summary of the section containing at least four important ideas. (Write-On) |SU|

100 points = *Madrid is the capital of Spain. About 4.7 million people live in Madrid. Its name is Arabic and means source of water. Madrid is home to many famous art museums, including the Prado Museum. It is also home to the Gate of Europe, which are two buildings built on an angle.*

90 points = *Madrid is the capital of Spain. About 4.7 million people live there. Its name means source of water. Madrid is home to many famous art museums. It is also home to the Gate of Europe.* **80 points** = *It’s the capital of Spain. About 4.7 million people live there. It is home to art museums and the Gate of Europe.*

2. Why was the location of Oslo moved after 1624? |CE|
 - a. More space was needed for people.
 - b. The Vikings attacked the old location too easily.
 - c. The view was better in the new place.
 - e. A fire destroyed the original city.

3. Why do you think people compare Prague to Paris? |DC|

100 points = *I think people compare Prague to Paris because it is a popular place for tourists to visit. More and more people must visit there. I know Paris is very popular, but Prague must be popular as well. People call it the Paris of the 1990s.* **90 points** = *I think people compare Prague to Paris because it is a popular place for tourists to visit. More and more people must visit.* **80 points** = *It is a popular place to visit, like Paris.*

Team Talk *continued*

4. On page 90, the author writes that Paris is a “densely packed” place. What does that mean? How did you figure that out? |CLL|

100 points = *The author means that there are a lot of people living in a very small place. I figured that out by rereading the paragraph. More than 2 million people live in Paris, but it’s not a big area.* **90 points** = *The author means that there are a lot of people living in a very small place. I figured that out by rereading the paragraph.* **80 points** = *There are a lot of people living in a very small place. I figured that out by rereading.*

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

Class Discussion **TP**

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

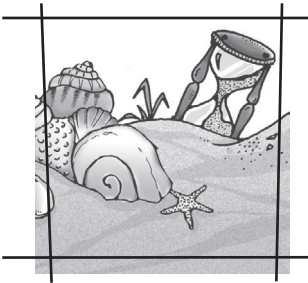


Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>The name <i>Madrid</i> comes from a language other than Spanish, even though it is in Spain. What are some words in English that come from other languages?</p> <p>Prague gets a lot of tourists. Do you think tourism is important for a city? Why or why not?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>The name <i>Madrid</i> comes from a language other than Spanish, even though it is in Spain. What are some words in English that come from other languages?</p> <p>Prague gets a lot of tourists. Do you think tourism is important for a city? Why or why not?</p>	

Write-On Discussion

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

**FLUENCY IN FIVE TP****Timing Goal: 5 minutes**

- Explain 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.

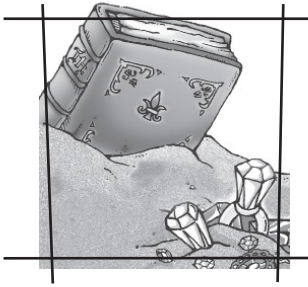
Page 88 (paragraphs 1 and 2)

- 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.

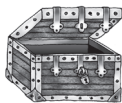
Set the Stage

- 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.

What happened to Oslo in 1624?

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 more European capitals. We read about London, England. We learned about Madrid, Spain. We read about Oslo, Norway. We learned about Paris, France. We read about Prague, Czech Republic. We learned about Reykjavik, Iceland.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 92 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 92

The Northernmost Capital: Reykjavik

Let's swing way out northwest to the North Atlantic Ocean and stop in Iceland to visit Reykjavik (rey-KYUH-vik), Europe's northernmost capital. Reykjavik has a population of about 120,000 people, and combined with the surrounding area, a population of nearly 200,000 people. More than half of Iceland's population lives in and around the capital!

According to legend, a Viking fugitive named Ingólfur Arnarson became the first Icelander around 870 CE when he settled Reykjavik. He named the area *Reykjavik* because it means smoky bay. The area around Reykjavik has a lot of steamy hot springs that made the bay look smoky. Iceland lies right over the Mid-Atlantic Ridge, which is where volcanic activity in the Atlantic Ocean creates new crust for Earth. Because of this, Iceland has many volcanoes and hot springs. Since Iceland is so far north, some of its volcanoes are covered by ice and glaciers. Reykjavik puts its hot springs to work by using geothermal energy, or heat from the earth, to power the city.

Reykjavik has a lot to offer. You can take a dip in one of the many geothermal pools that are warm all year. If you didn't learn enough about Vikings in Oslo, you can visit the Culture House and learn some more about the Vikings and how they settled Iceland. You can also catch a Volcano Show, which shows more than fifty years worth of video footage of Iceland's volcanoes erupting.

(continued on next page)

Night and Day

Iceland is just south of the Arctic Circle, which means the sun doesn't set for three months in summer, and it doesn't rise for three months in winter.

In a painting by Dutch artist Johan Peter Raadsig, Ingólfur Arnarson tells workers where to build his high seat in the new settlement of Reykjavik.

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

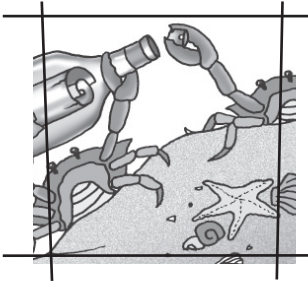
Preview Team Talk

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

Team Talk

1. Why did the author title page 93 "The Capital of the Boot: Rome"? |TF • CL|
2. Stockholm is similar to Bern, Switzerland, because— |CC|
 - a. it still has many medieval buildings.
 - b. it is in central Europe.
 - c. it is the Swedish word for *bear*.
 - d. it is a popular place for boat tours.
3. What are the most-important ideas from the section titled "Music and Theater: Vienna"? Using your idea tree, write a short summary of the section containing at least three important ideas. (Write-On) |SU|
4. According to the caption on page 96, what did people do **after** Warsaw was damaged by bombs in World War II? |TF • SQ|



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 93–97 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 did the author title page 93 “The Capital of the Boot: Rome”? |TF • CL|
100 points = *The author titled page 93 “The Capital of the Boot: Rome” because Italy is shaped like a boot and Rome is the capital of Italy.*
90 points = *The author titled page 93 “The Capital of the Boot: Rome” because Italy is shaped like a boot.* **80 points** = *Italy is shaped like a boot.*
2. Stockholm is similar to Bern, Switzerland, because— |CC|
 - a. *it still has many medieval buildings.*
 - b. *it is in central Europe.*
 - c. *it is the Swedish word for bear.*
 - d. *it is a popular place for boat tours.*

Team Talk *continued*

3. What are the most-important ideas from the section titled “Music and Theater: Vienna”? Using your idea tree, write a short summary of the section containing at least three important ideas. (Write-On) |SU|

100 points = *Vienna is the capital of Austria. There are about 1.6 million people living there. Vienna is an old city and was founded by the Celts around 500 BCE. It is an important cultural center with many theaters. Famous composers such as Johann Strauss and Wolfgang Amadeus Mozart wrote music in Vienna.* **90 points** = *Vienna is the capital of Austria. There are about 1.6 million people there. Vienna was founded around 500 BCE. It is an important cultural center. Many famous composers wrote music in Vienna.*

80 points = *Vienna, the capital of Austria, has about 1.6 million people. Vienna is an old city. It is an important cultural center, especially for music.*

4. According to the caption on page 96, what did people do **after** Warsaw was damaged by bombs in World War II? |TF • SQ|

100 points = *According to the caption on page 96, after Warsaw was damaged by bombs in World War II, people rebuilt the city.*

90 points = *According to the caption on page 96, after Warsaw was damaged, people rebuilt the city.* **80 points** = *People rebuilt the city.*

- 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

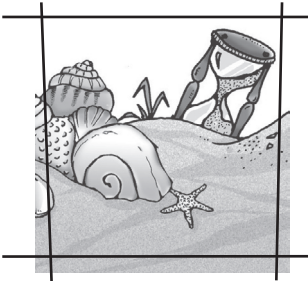
Many of the capitals you read about were damaged by bombs during World War II. Why do you think capital cities were often the target of attack?

Composers and artists seem to like certain cities. Where in your town can you go to hear music or see works of art?

- 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**

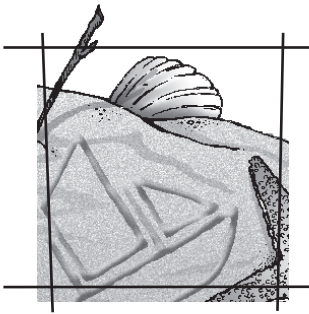
Timing Goal: 5 minutes

- 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-23

Page 93 (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 that they have seen Word Treasure clues from Captain Read More. Display the Word Treasure clue for this cycle.

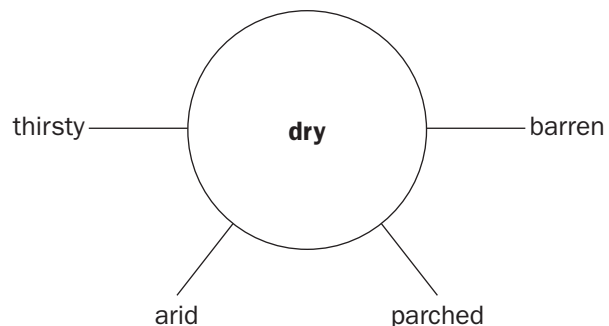
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- Use **Think-Pair-Share** to have students tell you what the Word Treasure clue means (connotation and denotation). Randomly select a few students to share.
- Reveal the Word Treasure (skill).

<h2 style="margin: 0;">Word Treasure</h2>	<p>Some words have different emotional content—they make us feel a certain way or create a certain image (mind movie) in our heads.</p> <p>To increase your understanding, consider the images word connotations create for you.</p>
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- Remind students that denotation means the dictionary meaning of a word and connotation the feeling or cultural meaning that people attach to words.
- Write the following words on the board in a word map.



- Tell students that you could arrange the words in a sequence from least to most extreme, for example: *dry, thirsty, arid, parched, barren*. Point out that *barren* generally means completely dead and empty, whereas *dry* does not necessarily give this connotation.
- Tell students to think about word connotations as they read to understand what the real meaning of the text is.
- 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-24

Skill Practice

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *gaped*? If you wish, draw a concept map, and record your ideas about the word.
 Yanni looked at the size of the dinosaur skeleton.
 Yanni gaped at the size of the dinosaur skeleton.
(Answers may vary.) Stared with surprise or astonishment.

Building Meaning

source	attraction	tourists	draws
elegant	boomed	astride	massively

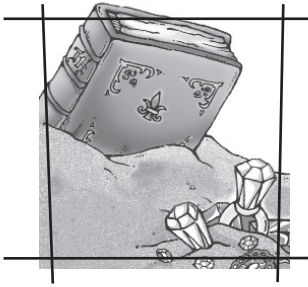
2. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*
3. Choose the word that best fits in the blank.
 The restaurant was very elegant with white tablecloths and candles on each table.



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

- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

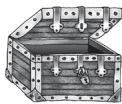
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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

**Strategic Review**

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

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

Why did the author title page 93 “The Capital of the Boot: Rome”?

Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

Yesterday we learned about some more about European capitals. We read about Reykjavik, Iceland, and Rome, Italy. We learned about Stockholm, Sweden. We read about Vienna, Austria. We learned about Warsaw, Poland.

- 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 87 aloud. Remind students that on day 1, you identified the main idea from the page and put it on the idea tree.

A Collection of Readings,
page 87

Shakespeare, Kings, and Queens: London

No book about European capitals would be complete without one of the most famous and vibrant cities in the world. That city is London, and it is the capital of England, just off the coast of mainland Europe. It is also one of the most populated cities in the world; a whopping 7.2 million people live in or near the city itself! For 100 years, from 1825 until 1925, London had the largest population of any city in Europe.

As the capital of England, London is the home of all of London’s government and royalty. Queen Elizabeth II, the monarch who oversees countries on every continent in the world except Antarctica, resides in London. But so do the members of Britain’s Parliament, the group who actually make the laws that affect the lives of everyone in England.

But London is much more than that. It is also one of the most important cultural cities in the world. Have you ever heard of William Shakespeare? Hundreds of years after his death, Shakespeare is still regarded as perhaps the best writer the world has ever known. He lived, worked, and wrote his plays in London. Hundreds of world-famous authors and artists came from London. London, as we briefly mentioned earlier, is home to the oldest subway system in the world. It was originally built in 1863 and used steam-engine trains. The oldest tunnels are still used by thousands of people every day. These are but just a few of the things one can say about London.

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Queen Elizabeth II is the second longest reigning queen of England. Queen Victoria, who reigned for nearly 64 years, is the longest.

It is estimated that 1,073 million passengers ride the Underground each year.

The Globe Theatre, where Shakespeare's plays were first performed, was located in London. It was closed by Puritans in 1642 and later burned to the ground.

When we read this section the first time, I recorded the main idea, London, on the idea tree. Now I will read to find the supporting details. Reread and add details, such as “it is the capital of England.” Now we’ll use the important information from 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.

Now I need to think about which details to include in a summary. I’ll think about what the author really wants me to know. The main idea, London, is important, so I’ll include that in my summary. And I know the author would want me to know that London is the capital of England. The author would also want me to know how big London is, so I’ll include that detail. I think the author would want me to remember that both the Queen and Parliament are in London, so I’ll include those details. I also think the author would want me to know about the authors, including Shakespeare, who came from London, so I’ll include that detail as well. And this is the second time the author has mentioned London’s subway, so I’ll include that detail too. It looks like all of my details are important or things that the author would really want me to know.

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

London, a city of 7.2 million people, is the capital of England. A city with a great old subway, London is where the Queen and Parliament are located. But it’s also a city of authors. For example, Shakespeare wrote in London.

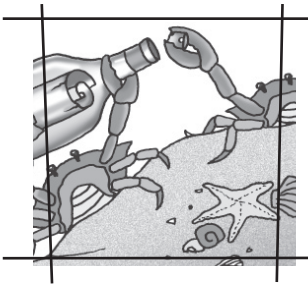
Preview Team Talk

- 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-25

Team Talk

1. Based on the meaning of the name *Madrid*, what can you tell about the city's location? |DC|
2. Which of the following capitals should you visit to learn about Vikings? |ST|
 - a. Paris
 - b. Warsaw
 - c. Vienna
 - d. Oslo
3. What are the most-important ideas from the section titled "The City of Light: Paris"? Using your idea tree, write a short summary of the section containing at least four important ideas. (Write-On) |SU|
4. Use sequence words to tell who has controlled Prague throughout its history. |SQ|



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 88–91 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. Based on the meaning of the name *Madrid*, what can you tell about the city's location? |DC|

100 points = *Based on the meaning of the name Madrid, I can tell the city must be located near water. The name means source of water. People must have built the city near a river or other source of water.* **90 points** = *Based on the meaning of the name Madrid, I can tell the city must be located near water. The name means source of water.* **80 points** = *It must be located near water.*

2. Which of the following capitals should you visit to learn about Vikings? |ST|

- a. Paris
- b. Warsaw
- c. Vienna
- d. Oslo

3. What are the most-important ideas from the section titled “The City of Light: Paris”? Using your idea tree, write a short summary of the section containing at least four important ideas. (Write-On) |SU|

100 points = *Paris is the capital of France. About 2 million people live in the city. It is often called the City of Light because so many people went there to be educated or share their knowledge. It was also one of the first cities to use electric light. It is full of famous buildings, such as the Louvre and Notre Dame cathedral. It is considered a must-see city in Europe.*

90 points = *Paris is the capital of France. About 2 million people live there. It is often called the City of Light. It is full of famous buildings, such as the Louvre. It is considered a must-see city.* **80 points** = *Paris, the capital of France, is home to about 2 million people. It is called the City of Light. It is full of famous buildings and is a must-see city.*

4. Use sequence words to tell who has controlled Prague throughout its history. |SQ|

100 points = *Prague was first controlled by the Holy Roman Empire when it was founded in the ninth century. Then Germany occupied it during World War II. Next the Soviet Union invaded Prague and controlled it in 1968.* **90 points** = *Prague was first controlled by the Holy Roman Empire when it was founded. Then Germany occupied it during the war. Next the Soviet Union invaded Prague.* **80 points** = *Prague was first controlled by the Holy Roman Empire. Then Germany occupied it, followed by the Soviet Union.*

- 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

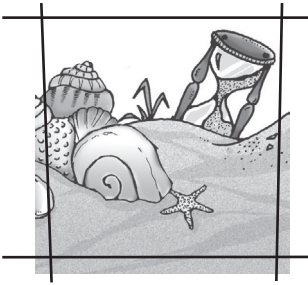
A lot of wars have been fought in Europe, but there have been a few wars in the United States also. Was your hometown ever the site of an important battle, or were there battles nearby? Describe them.

A lot of cities have nicknames. Does your city have a nickname? If so, what is it? If not, what would you nickname it and why?

- 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**

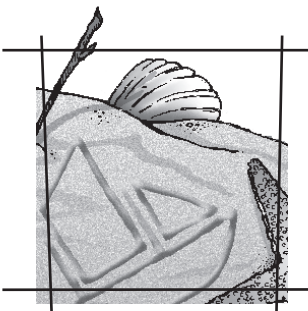
Timing Goal: 5 minutes

- 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-23

Page 93 (paragraphs 1–3) or 90 (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



- Remind students of the Word Power skill (connotation and denotation) and, if necessary, the Word Treasure clue Captain Read More uses (cloud).
- Refer to the word *massively* on students' vocabulary list and its definition (largely). Use **Think-Pair-Share** to have students give additional meanings of the word *massively*. Randomly select a few students to share. (*Answers may vary.*) *Heavily, monstrously, hugely, etc.*

- Use **Think-Pair-Share** to have students tell if they would rather have something affect them massively or have something affect them largely. *(Answers may vary.) I would rather have something affect me largely. That sounds smaller, and if it's something bad, I want it to have a smaller effect.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-25

Skill Practice

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *plagued*? If you wish, draw a concept map, and record your ideas about the word.

Tora's hurt knee bothered her when she walked.

Tora's hurt knee plagued her when she walked.

(Answers may vary.) It bothered her a lot.

Building Meaning

source	attraction	tourists	draws
elegant	boomed	astride	massively

2. 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.*

3. The smell of freshly baked cookies always draws us in from playing in the snow. *Draws* means—

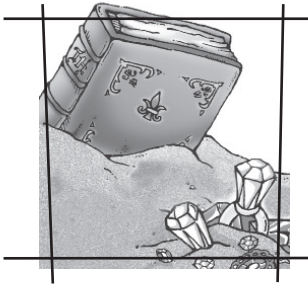
- a. pushes.
- b. offends.
- c. pulls.
- d. disgusts.



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

- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

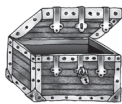
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review

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

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

Where can you go to learn about Vikings?

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 European cities. London is the biggest city in England and home to English royalty, famous authors, and the oldest subway system in the world. Madrid is an important center of art and culture in Spain. Oslo is the home of the Vikings, and you can learn about them there. Paris is a must-see city in Europe with many famous buildings and museums to visit. Prague is at the heart of Europe and is one of the most historically important places on Earth.

- 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 92 aloud. Remind students that on day 2, you identified the main idea from the page and put it on the idea tree.

A Collection of Readings,
page 92

The Northernmost Capital: Reykjavik

Let's swing way out northwest to the North Atlantic Ocean and stop in Iceland to visit Reykjavik (rey-KYUH-vik), Europe's northernmost capital. Reykjavik has a population of about 120,000 people, and combined with the surrounding area, a population of nearly 200,000 people. More than half of Iceland's population lives in and around the capital!

According to legend, a Viking fugitive named Ingólfur Arnarson became the first Icelander around 870 CE when he settled Reykjavik. He named the area *Reykjavik* because it means smoky bay. The area around Reykjavik has a lot of steamy hot springs that made the bay look smoky. Iceland lies right over the Mid-Atlantic Ridge, which is where volcanic activity in the Atlantic Ocean creates new crust for Earth. Because of this, Iceland has many volcanoes and hot springs. Since Iceland is so far north, some of its volcanoes are covered by ice and glaciers. Reykjavik puts its hot springs to work by using geothermal energy, or heat from the earth, to power the city.

(continued on next page)

Reykjavik has a lot to offer. You can take a dip in one of the many geothermal pools that are warm all year. If you didn't learn enough about Vikings in Oslo, you can visit the Culture House and learn some more about the Vikings and how they settled Iceland. You can also catch a Volcano Show, which shows more than fifty years worth of video footage of Iceland's volcanoes erupting.

Night and Day

Iceland is just south of the Arctic Circle, which means the sun doesn't set for three months in summer, and it doesn't rise for three months in winter.

In a painting by Dutch artist Johan Peter Raadsig, Ingólfur Arnarson tells workers where to build his high seat in the new settlement of Reykjavik.

When we read this section the first time, I recorded the main idea, Reykjavik, on the idea tree. Now I will reread to find the supporting details. Reread and add details such as “capital of Iceland, only 200,000 people.” Now we'll use the important information from the idea tree to write a summary of the section.

- Model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

I've filled in my idea tree, so I'm ready to write my summary. I want to keep in mind the things the author 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.

Now I need to think about which details to include in a summary. The main idea is Reykjavik, so I'll include that in my summary. I think it is important to include how many people live there. I'll also include what the name of the city means and the city's main source of energy.

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

Reykjavik is the capital of Iceland. About 120,000 people live there. Its name means smoky bay because of all the steam from hot springs and volcanoes. Reykjavik's main source of energy is geothermal energy from the hot springs and volcanoes.

Preview Team Talk

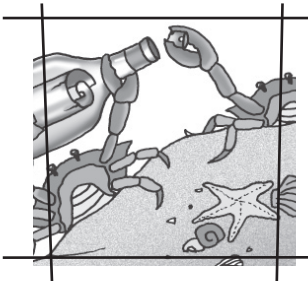
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.

- 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-25

Team Talk

1. How has Roman architecture had an influence on modern architecture? |CE|
2. Why are boats popular for sightseeing in Stockholm? |CE|
3. What do Warsaw and London have in common? |CC|
 - a. famous writers
 - b. a royal family
 - c. cool temperatures
 - d. a subway system
4. Use information from your idea tree to write a summary of this cycle of *World Capitals: Europe*. (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 93–97 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

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

Team Talk

1. How has Roman architecture had an influence on modern architecture? |CE|

100 points = Roman architecture has had an influence on modern architecture by influencing football stadiums. Many modern football stadiums look similar to the Coliseum in Rome. The Coliseum is an ancient building. **90 points** = Roman architecture has had an influence on modern architecture by influencing football stadiums. Many modern football stadiums look similar to the Coliseum. **80 points** = Roman architecture has influenced the design of football stadiums.

2. Why are boats popular for sightseeing in Stockholm? |CE|

100 points = Boats are popular for sightseeing in Stockholm because the city was built on an archipelago. An archipelago is a chain of islands. You can use boats to travel around the islands that make up Stockholm. **90 points** = Boats are popular for sightseeing in Stockholm because the city was built on an archipelago. An archipelago is a chain of islands. **80 points** = Stockholm was built on islands.

3. What do Warsaw and London have in common? |CC|

- a. famous writers
- b. a royal family
- c. cool temperatures
- d. a subway system

4. Use information from your idea tree to write a summary of this cycle of *World Capitals: Europe*. (Write-On) |SU|

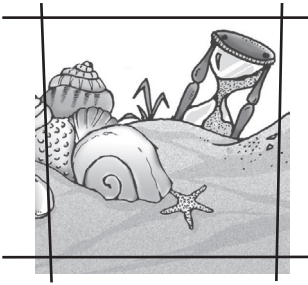
100 points = The capital cities of Europe are often the biggest cities in the country. Some capitals are important cultural centers, such as London, Madrid, Oslo, Paris, Prague, Rome, and Vienna. Other capitals are important business centers, such as Oslo, Stockholm, and Warsaw. Many of the cities have ancient beginnings, such as Rome and Prague. Others were heavily affected by wars, such as Prague and Warsaw. **90 points** = The capital cities of Europe are often the biggest cities in the country. Some capitals are important cultural centers. Other capitals are important business centers. Many of the cities have ancient beginnings. Others were heavily affected by wars. **80 points** = The capitals of Europe are often the biggest cities. Some are important culturally and for business. Many are ancient. Some were affected by war.

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	<p style="margin: 0;">Team Talk Extenders</p> <p style="margin: 0;">Warsaw and many other cities you read about have had to overcome serious problems during their history. Was there ever a time when you had problems to overcome? What does it take to overcome problems?</p> <p style="margin: 0;">Which of the capitals you read about this cycle would you most like to visit? Why?</p>
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

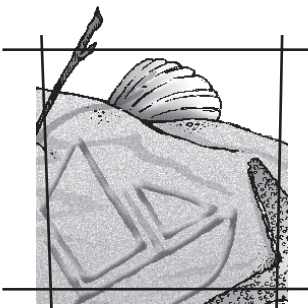
Timing Goal: 5 minutes

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

Student Edition, page S-23

Page 93 (paragraphs 1–3), 90 (paragraphs 2 and 3), or 96 (ending with “...the Warsaw Metro opened.”)

- 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 (connotation and denotation).
- Remind students that word connotations can change the meaning of text and that they should pay attention to the words used to describe people, things, and ideas.
- Direct students' attention to the Word Power Challenge. Use **Team Huddle** to have students discuss the connotation of the word *plundered*.

th

Preparation: Display the Word Power Challenge.

Word Power Challenge

Read each sentence. What are the connotations of the word *plundered*?

1. The pirates stole gold from the town.
2. The pirates plundered gold from the town.



- Use **Random Reporter** to choose students to share. (*Answers may vary.*) *Plundered means stole by force or with violence.*
- 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

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *bawled*? If you wish, draw a concept map, and record your ideas about the word.

The baby cried when she dropped her toy.

The baby bawled when she dropped her toy.

(*Answers may vary.*) *It means cried really hard.*

Building Meaning

source	attraction	tourists	draws
elegant	boomed	astride	massively

2. 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.*

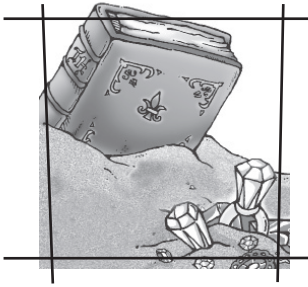
3. Choose the word that best fits in the blank.

Ladies used to always ride a horse side saddle, but now they sit with their legs astride the horse's back.

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

- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text that students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

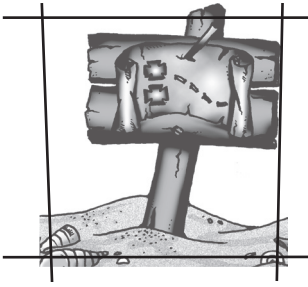
Today you will read about Moscow. This is another big European capital.

Vocabulary **TP**

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

Prepare Students for the Test

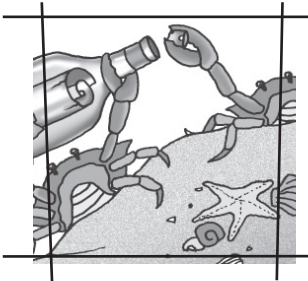
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

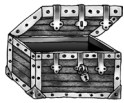
Team Discussion **TP**

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

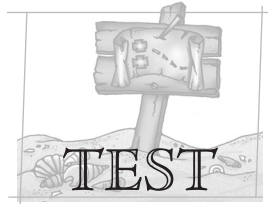


Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



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



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Gold-Domed City: Moscow

The site where Moscow stands was a small trading post by the Moskva River in Russia. In 1147, Prince Yuri Dolgoruky decided to take over the village. He built a small wooden fort on top of a hill. The prince called the spot Moscow.

Mongols controlled Russia for most of the Middle Ages. They made Moscow the seat of power. The city also became the center of the Russian Orthodox Church. The fort became a stone fortress, called the Kremlin. The Kremlin was home for the tsars (zahrs). Moscow earned the name Gold-Domed City because of gold-domed churches rising above the Kremlin walls.

Moscow lost its place as capital in 1712. A tsar named Peter the Great moved the capital to another city. He named the new capital St. Petersburg. This city was capital for 200 years. Moscow became the capital again after a revolution in 1917.

A visit to Moscow should include a trip to the Kremlin. It is a museum of Moscow's history. It is also home to the government. Moscow is famous for ballet. You can watch some great shows at the Bolshoi Ballet. There you can see dancers perform to composer Peter Tchaikovsky's *Nutcracker Suite*, *Sleeping Beauty*, or *Swan Lake*.

Sources: www.lonelyplanet.com/russia/moscow

www.geographia.com/russia/moscow02.htm

www.waytorussia.net/Moscow/History.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 Moscow, Russia. I know this is the topic because the name Moscow appears in the heading. I learned about Moscow and its history.* **15 points** = *The topic of this text is Moscow, Russia. I know this is the topic because the name Moscow appears in the heading.* **10 points** = *It is about Moscow. The name is in the heading.*

30 points

2. What is the intent of the author? |AP|
- to entertain the reader with stories by Tchaikovsky
 - to inform the reader about a European capital
 - to persuade the reader to research the Kremlin
 - to compare the histories of Moscow and St. Petersburg

How do you know?

20 points = I know this is the intent of the author because I learned information about Moscow. I learned about its history. I learned what you can do in Moscow. I do not really see text that entertains, persuades, or compares. **15 points** = I know this is the intent of the author because I learned information about Moscow. I learned about its history. **10 points** = I learned information about Moscow. I learned about its history.

20 points

3. What happened when Peter the Great became tsar of Russia? |CE|

20 points = When Peter the Great became tsar of Russia, he moved the capital from Moscow to St. Petersburg. He made a different city the capital. **15 points** = When Peter the Great became tsar, he moved the capital to St. Petersburg. **10 points** = He moved the capital to St. Petersburg.

20 points

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

20 points = Moscow is the capital of Russia. It is an old city and was founded in 1147. It became the home of the tsars and the Russian Orthodox Church. Peter the Great moved the capital to St. Petersburg, but it returned to Moscow in 1917. Moscow is famous for the Kremlin and its ballet. **15 points** = Moscow is the capital of Russia. It was founded in 1147. It became the home of the tsars. Peter the Great moved the capital, but it returned to Moscow later. Moscow is famous for the Kremlin and ballet. **10 points** = Moscow is the capital of Russia. It was founded long ago. Peter the Great moved the capital, but it returned. Moscow has the Kremlin and ballet.

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

Read each sentence. How does each sentence make you feel? What are the connotations in each sentence? If you wish, draw a concept map, and record your ideas about the word.

5 points

1. Alicia was upset about finding a spot on her face.

Alicia was upset about finding a blemish on her face.

What are the connotations of the word *blemish*?

A blemish suggests something that isn't easily washed away or removed.

5 points

2. Opal felt shy in large crowds.
Opal felt cowardly in large crowds.

What are the connotations of the word *cowardly*?
Being cowardly suggests being extremely afraid.

5 points

3. D.J.'s mom said he was a slob.
D.J.'s mom said he was a pig.

What are the connotations of the word *pig*?
Pig suggests being very messy.

5 points

4. Some animals are dead.
Some animals are extinct.

What are the connotations of the word *extinct*?
Extinct implies that the animals are dead and never coming back, that there are no more of them on Earth.

Building Meaning

source	attraction	tourists	draws
elegant	boomed	astride	massively

10 points

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

10 points = *The group of tourists were so excited to be in New York City for the first time that they stopped and took a lot of pictures of famous buildings.*
5 points = *The group of tourists were so excited to be in New York City for the first time that they took a lot of pictures.* **1 point** = *The group of tourists were excited to be in New York City for the first time.*

10 points

6. The largest ball of yarn in the world was just one attraction I wanted to see on our family road trip.

10 points

7. The princess imagined that her wedding to the prince would be the most elegant event the kingdom had ever attended. *Elegant* means—
- fancy.*
 - ugly.*
 - simple.*
 - plain.*

10 points

8. Max's candy business boomed after the kids at the school learned he was selling candy.

10 points

9. The street performer always draws a crowd when he begins his magic act. *Draws* means—
- loses.
 - pushes away.
 - pulls in.*
 - rejects.

10 points

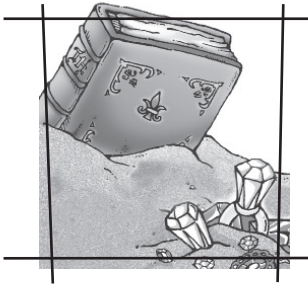
10. The storm massively caused damage to Joe's neighborhood.

10 points

11. The source of whining noise under the porch was an abandoned kitten that was cold and hungry. *Source* means—
- ending.
 - finale.
 - finish.
 - beginning.*

10 points

12. The cowboys sat astride the fence as they waited their turns to ride the bucking broncos.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend that you are a newspaper reporter who has been given an assignment to interview the mayor of one of the capital cities you read about in *World Capitals: Europe* this cycle. You will think about the kinds of questions people might be interested in asking the mayor of one of these cities, and the answers you think the mayor would give.

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 an interview.

Sometimes a newspaper or magazine will have a special interview with an important person or celebrity. The purpose of the interview is to ask that person questions and share his or her answers with readers. The questions might ask about the person's personal life, work, projects, or interests.

- Ask students if they have ever read an interview with an important person or celebrity. Have volunteers share the types of questions that were asked in the interview.
- Display the following excerpt from a sample interview. Have two volunteers read the questions and answers as the interviewer and interviewee.

Blackline master provided.

An Interview With Princeton Jackson, Star of *Air Strike Commandos*

By Kyle Stanley

KS: What caught your interest when you read the script for *Air Strike Commandos*?

PJ: Well, Mr. Stanley, I was really attracted to the role the director had drawn up for me. He offered me my first opportunity to play a villain. I've never played a villain before, so I leapt at the chance.

KS: Why was playing the part of a villain so interesting to you?

PJ: I've always played the hero! Rescuing the damsel in distress, saving the country from destruction, bringing about world peace. Oddly enough, that gets boring after awhile! Being a villain let me act in a new way.

KS: You seem like such a nice guy though! Did you find it difficult playing a villain?

PJ: Haha, thanks! At first it was a little difficult. I had to force myself to be much nastier and angrier than I have ever been in real life. I shelped myself by watching a lot of movies with classic villains in them. Soon I found my character, and it was easy after that. I was so convincing that I scared my daughter once when she was on set watching me!

KS: I hope that wasn't too scary for your daughter! How hard is it to be a high-demand actor and raise a family at the same time?

PJ: It can be tough. I have an extremely busy work schedule at the moment, and I don't get too much downtime between movies. I do try to stay local when I pick my films though, and directors know that. I get thrown scripts that can be filmed in my home state. I only accept scripts that will require extensive travel when my daughter is out of school on vacation. Then she and my wife can come with me.



- Use **Team Huddle** to have students discuss the interview format. Use **Random Reporter** to select students to share.

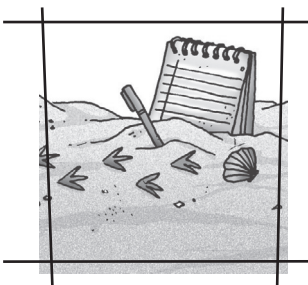
Interviews can take a lot of different forms. Reporters might interview a politician and use quotes from the interview in his or her newspaper article. This interview was written more like a conversation between two people, which is what you will write. First the interview has a title. What is the title? *An Interview With Princeton Jackson, Star of Air Strike Commandos*. Good. Not only does the title tell us who is being interviewed, but it gives us a hint as to why he is being interviewed. He is an actor and is starring in a movie. Next there is a byline that tells us who wrote and gave the interview. Who is the author? *Kyle Stanley*. Great. Now look at how the interview is written. What do you notice? I see that *Kyle Stanley's* questions appear above *Princeton Jackson's*. I notice that the author uses his and *Princeton Jackson's* initials to indicate the questions and answers. The initials are followed by a colon. Right. Interviewers often use their initials

and the initials of the interviewee as identification for the questions and answers. This helps make it easy to read. The initials should be followed by a colon. Earlier I said the interview should be like a conversation. Can you find evidence of it being like a conversation? Yes. Kyle Stanley asks questions that relate to Princeton Jackson's answers. This makes it seem like a conversation, and that Kyle is listening to Princeton. Kyle comments on Princeton being too nice to play a villain, and Princeton thanks him for a compliment. It is like they are talking to each other normally. **Good. This is a good conversation they are having. If it was not a conversation, Kyle might have switched questions or topics instead of asking follow-up questions.**

- Point out to students that the questions they ask in their interviews should not be mostly yes-or-no questions.

If you look at the questions Kyle asks in his interview, only one could have been answered with a simple yes or no. The rest of the questions make Princeton give longer answers that explain his feelings or actions. These are the kinds of questions you want to use in your interviews. The answers to these are much more interesting than simple yeses and nos. You might say, "But Princeton answers the yes-or-no question with a good long answer!" That is true for Princeton, but he is a good interviewee. Sometimes people are not that helpful and will only answer yes or no instead of giving a longer explanation. You want to avoid giving people that chance and make them give longer, more interesting answers.

- Tell students that they will write an interview between themselves and the mayor of one of the European cities they read about this cycle.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write an interview between yourself and the mayor of one of the European capitals.



- 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

Imagine that you are a reporter for a newspaper. You have been assigned to interview the mayor of one of the European capitals you read about this cycle in *World Capitals: Europe*. You read about Madrid, Oslo, Paris, Prague, Reykjavik, Stockholm, Vienna, and Warsaw this cycle. Think of at least five questions you would like to ask the mayor of one of these cities. Think about what readers would like to know about the mayor or the city he or she runs. Then pretend that you are the mayor of that city, and answer each question. You can use your imagination to answer the questions. Remember that you should not ask simple yes-or-no questions in your interview. Remember to write your interview in the correct format (a title that introduces the interviewee, a byline, initials to identify the interviewer/interviewee).

Scoring Guide

You wrote an interview between yourself and the mayor of Madrid, Oslo, Paris, Prague, Reykjavik, Stockholm, Vienna, or Warsaw.	15 points
You ask the mayor of your chosen capital at least five questions.	5 points each (25 points maximum)
You pretend that you are the mayor and answer each question.	10 points each (50 points maximum)
You do not ask simple yes-or-no questions in your interview.	5 points
Your interview is in the proper format (a title that introduces the interviewee, a byline, initials to identify the interviewer/interviewee).	5 points

- Display the following list of capital cities and their mayors.

Teacher’s Note: Due to elections, the names of mayors may change from the time of publication. If desired, consult the Internet for up-to-date information about mayors for these cities. Example source: www.citymayors.com/statistics/largest-cities-mayors-intro.html.

Blackline master provided.

Madrid: Alberto Ruiz-Gallardón
 Oslo: Fabian Stang
 Paris: Bertrand Delanoë
 Prague: Zdenek Tuma
 Reykjavik: Jón Narr
 Stockholm: Sten Nordin
 Vienna: Michael Häupl
 Warsaw: Hanna Gronkiewicz-Waltz

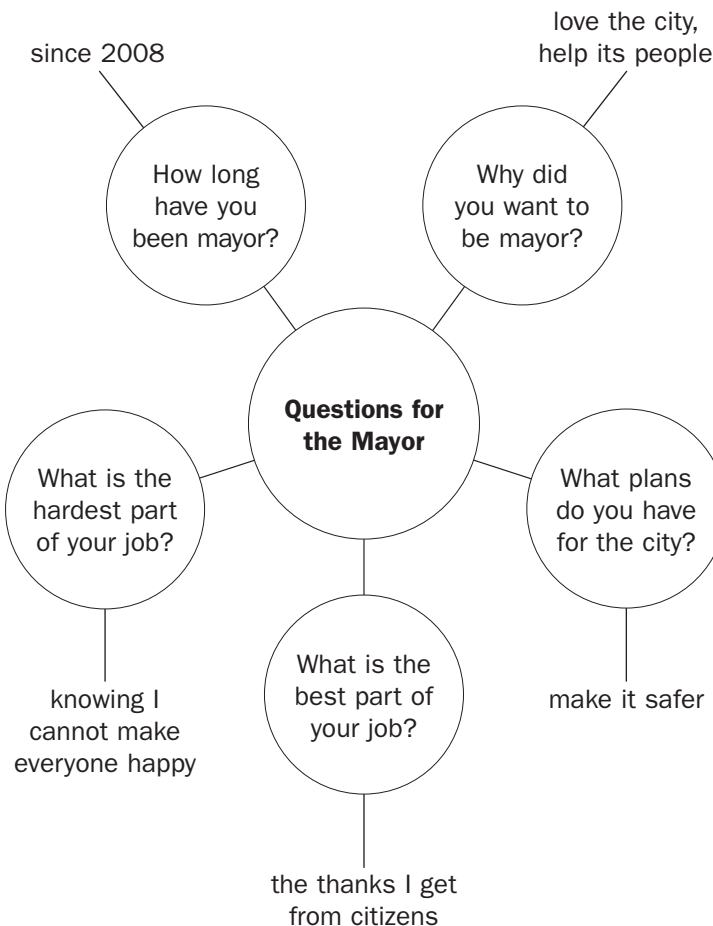
- Explain to students that they will choose one of these mayors to interview.

- 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 interviews.

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

Sample Graphic Organizer



Drafting

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

Sharing, Responding, and Revising

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

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Remind students that their interviews should be in the correct format.

Remember that your interviews should be in the correct format. They should have a title that introduces the interviewee. They should have a byline with your name. Your questions and the interviewee's answers should be preceded by your and his initials, followed by a colon.

- Display the following excerpt from an interview.

Blackline master provided.

An Interview With the Mayor of Rome

By Natalia George

NG: How long have you been the mayor of Rome?

GA: I have been the mayor of Rome since 2008, when I defeated a man named Francesco Rutelli for the office. I actually ran for mayor once before but was defeated by the incumbent.

NG: Why did you want to become the mayor of Rome?

ga: I have always loved the city and want to help the people in it lead better lives. There is a lot of conflict in Rome today. I want to help smooth out differences between different groups of people and make sure Rome continues to be a pleasant place to live.



- Have students work in their groups, and use **Team Huddle** to have students identify mistakes made in the format of this interview. Use **Random Reporter** to select students to share. *The title never gives the name of the mayor of Rome. Natalia's initials are not followed by a colon before her first question.*
- If students have not already pointed it out, point out that the mayor's initials are written in lowercase before the answer to his second question. Remind students that since the initials represent proper nouns, they should be capitalized.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.

- What is your team celebration score?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?

It is the capital of Northern Ireland.

People have lived there since the Bronze Age.

Europeans didn't settle it until 1600.

It's an important shipbuilding center.



An Interview With Princeton Jackson, Star of *Air Strike Commandos*

By Kyle Stanley

KS: What caught your interest when you read the script for *Air Strike Commandos*?

PJ: Well Mr. Stanley, I was really attracted to the role the director had drawn up for me. He offered me my first opportunity to play a villain. I've never played a villain before, so I leapt at the chance.

KS: Why was playing the part of a villain so interesting to you?

PJ: I've always played the hero! Rescuing the damsel in distress, saving the country from destruction, bringing about world peace. Oddly enough, that gets boring after awhile! Being a villain let me act in a new way.

KS: You seem like such a nice guy though! Did you find it difficult playing a villain?

PJ: Haha, thanks! At first it was a little difficult. I had to force myself to be much nastier and angrier than I have ever been in real life. I helped myself by watching a lot of movies with classic villains in them. Soon I found my character, and it was easy after that. I was so convincing that I scared my daughter once when she was on set watching me!

KS: I hope that wasn't too scary for your daughter! How hard is it to be a high-demand actor and raise a family at the same time?

PJ: It can be tough. I have an extremely busy work schedule at the minute, and I don't get too much downtime between movies. I do try to stay local when I pick my films though, and directors know that. I get thrown scripts that can be filmed in my home state. I only accept scripts that will require extensive travel when my daughter is out of school on vacation. Then she and my wife can come with me.

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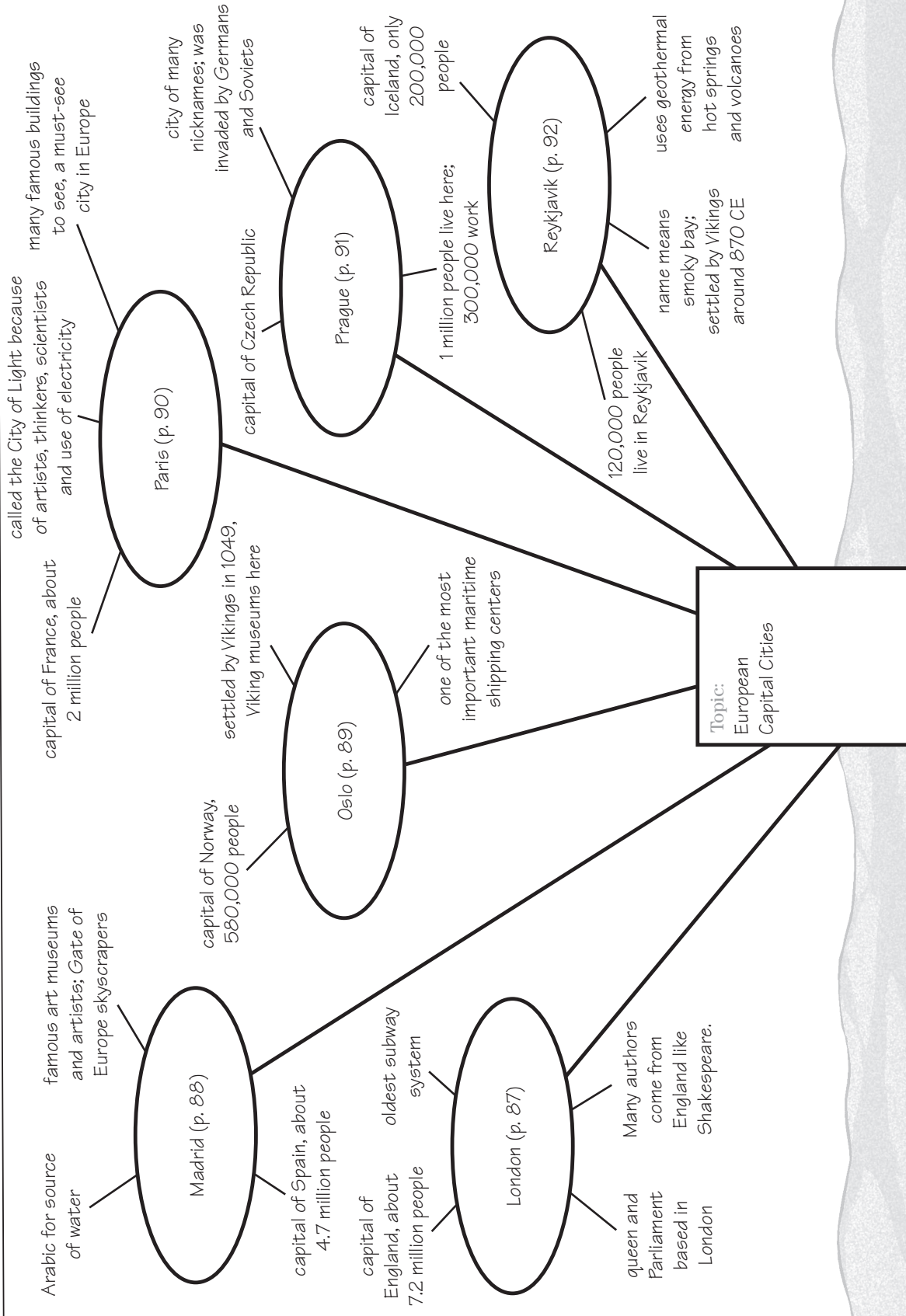
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ga: I have always loved the city and want to help the people in it lead better lives. There is a lot of conflict in Rome today. I want to help smooth out differences between different groups of people and make sure Rome continues to be a pleasant place to live.



Title: World Capitals: Europe, cycle 2

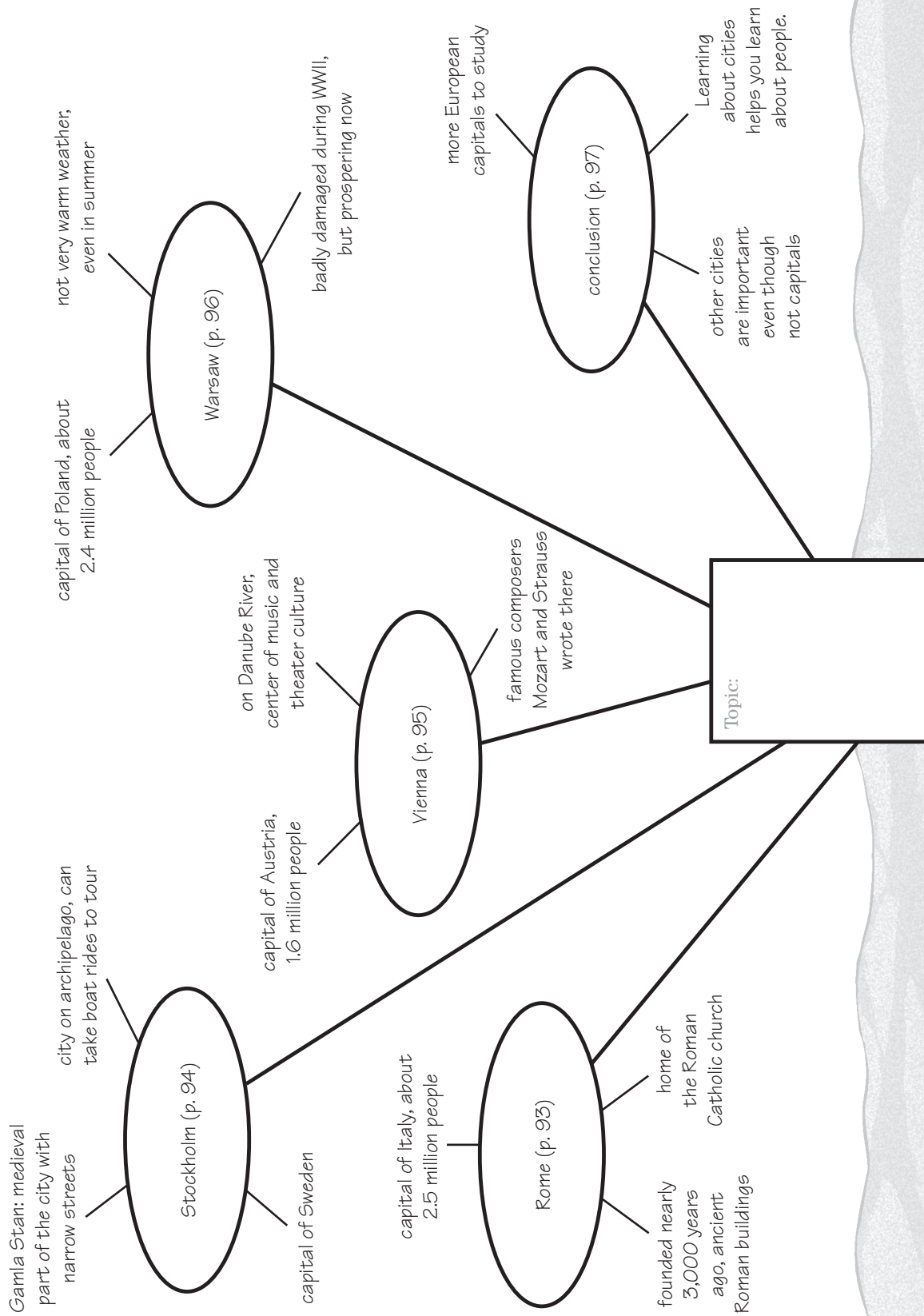
Idea Tree





Title: World Capitals: Europe, cycle 2, cont.

Idea Tree



Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 5 / <i>World Capitals: Europe</i>
<p>English Language Arts Standards: <i>Reading: Informational Text</i></p> <p>Key Ideas and Details</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>

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Summarizing Saves the Animals: Samburu..... S-15
World Capitals: Europe 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 you had before you began reading?
2. On your story map, write the important events from paragraph 6.
3. Use the information you have written on your story map to write a brief summary of paragraph 8. (Write-On)

Somewhat the Sailor

Word	Identification Strategy	Definition	Sentence
awkwardly	base word + ending	clumsily, not smoothly	The little lamb stumbled <i>awkwardly</i> on its legs the first time it tried to walk.
grimace	chunk	make a face because of pain or discomfort, wince	I had to <i>grimace</i> when I hit my thumb with a hammer.
brilliant	chunk	very smart, intelligent	The scientist was known all over the world for his <i>brilliant</i> ideas.
conspiring	base word + ending	planning together	Joey and Bill were <i>conspiring</i> to throw Monique a surprise party.
address	chunk	speak to	The students paid attention as the teacher stood to <i>address</i> the class.
informative	chunk	educational, full of information	Harold watched an <i>informative</i> show about dinosaurs and learned a lot from it.
nuisance	-ui = /oo/ chunk	bother, pest	The picnic went smoothly, but the ants were a bit of a <i>nuisance</i> .
suppress	chunk	keep quiet, keep secret	Julie tried to <i>suppress</i> her laughter because her mother had told her to go to sleep.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 27 (paragraphs 1–3)	Page 27 (paragraphs 1–3) or 31 (paragraphs 4–10)	Page 27 (paragraphs 1–3), 31 (paragraphs 4–10), or 35 (paragraphs 1–5)

DAY 1

Team Talk

1. What are the most-important events and ideas from page 23 (paragraphs 1–5) of the story? Write a short summary of this passage using at least three important events. (Write-On)
2. Do you think Somewhat thinks he has good luck in life? Why or why not?
3. What does the word *limped* mean on page 24? How can you tell?
4. What happens **after** Somewhat sits down to read his letter?
 - a. He stubs his toe.
 - b. He burns his lip.
 - c. He drops the letter.
 - d. He dries the letter.

DAY 2

Team Talk

1. Is Somewhat a confident person? How can you tell?
2. What are the most-important events and ideas from page 27 (paragraphs 1–4) of the story? Write a short summary of this passage using at least three important events. (Write-On)
3. Why does Somewhat make sure the stove is turned off?
4. How is Molly's attitude different from Somewhat's attitude? How can you tell?

Skill Practice

1. Read the following sentence.
The strong winds and blowing snow drove me to cancel my plans and stay home.
Which of the following sentences uses *drove* the same way?
 - a. My dad drove me to my friend's house to spend the night.
 - b. The extreme heat of the afternoon drove us inside where it was cooler.
 - c. The cowboys drove their cattle across the country to take them to market.
 - d. Our coach drove us to the pizza parlor after the game to celebrate.
2. Read the following sentence.
My cat loves it when you stroke her fur with the brush.
Which of the following sentences uses *stroke* the same way?
 - a. Ron knew he would have to work on his stroke if he wanted to golf well.
 - b. The blacksmith dealt the metal a mighty stroke with his hammer.
 - c. One way to calm a scared dog down is to talk quietly and stroke it.
 - d. Tara's grandfather suffered a stroke, but he was okay after a few days.

Building Meaning	awkwardly	grimace	brilliant	conspiring
	address	informative	nuisance	suppress
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>4. Choose the word that best fits in the blank.</p> <p>The exhibit at the museum was very _____, and I learned a lot about <i>T. rex</i>.</p>			

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. Tell how the author tries to use humor in this section. 2. What are the most-important events and ideas from page 31 of the story? Write a short summary of this page using at least three important events. (Write-On) 3. The crew cheers for a third time because— <ol style="list-style-type: none"> a. they are happy to meet their captain. b. they hear how much they'll be paid. c. they like the idea of sailing east. d. they like the joke Molly tells them. 4. Do you think Somewhat will enjoy the voyage? Support your prediction with evidence from the story.
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Skill Practice	<ol style="list-style-type: none"> 1. Read the following sentence. I decided to sleep in the top <u>bunk</u> when I got to my cabin at summer camp. Which of the following sentences uses <i>bunk</i> the same way? <ol style="list-style-type: none"> a. The seas were so rough that sailors were knocked out of their bunks during the night. b. "I never heard such bunk in my life!" Joe said when he heard the rumors at school. c. It's against school rules to bunk a day of classes so you can go to the mall. d. The stories about a sasquatch or abominable snowman are a lot of bunk. 2. Read the following sentence. Even a thin coating of ice on the sidewalk can cause you to <u>slip</u> and fall. Which of the following sentences uses <i>slip</i> the same way? <ol style="list-style-type: none"> a. My mom says you should wear a slip under dresses to reduce static. b. Constance traded Marco a slip of paper for a new eraser. c. I decided to slip out of the room quietly when the baby fell asleep. d. The wet bathroom floor almost made me slip, but I caught myself in time.
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Building Meaning	awkwardly	grimace	brilliant	conspiring
	address	informative	nuisance	suppress
	<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. We all went to the lecture to hear the <u>brilliant</u> scholar talk about her great ideas. <i>Brilliant</i> means—</p> <ol style="list-style-type: none"> uncomplicated. shining. intelligent. dull. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> What lesson does Molly want Somewhat to learn from this voyage? What are the most-important events and ideas from page 35 (paragraphs 1–6) of the story? Write a short summary of this passage using at least three important events. (Write-On) Which of the following means the same as the word <i>sprightly</i> on page 36? <ol style="list-style-type: none"> quick slow angry cautious <p>Tell how you figured this out.</p> Why do you think the author ends this section with the sentence “If only that were the case”?
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Skill Practice	<ol style="list-style-type: none"> Read the following sentence. A person in a wheelchair needs a <u>ramp</u> so he or she can roll up inclines. Which of the following sentences uses <i>ramp</i> the same way? <ol style="list-style-type: none"> The students began to ramp up their energy during the pep rally. The angry squirrel ramped about when it saw that something had stolen his nuts. The toddler was ramping and raging in the store when he didn’t get his way. The ramp was less steep than the stairs, so we walked up that instead. Read the following sentence. The sea <u>ground</u> the rock down slowly until it became sand. Which of the following sentences uses <i>ground</i> the same way? <ol style="list-style-type: none"> The plane was grounded until officials were sure it was safe to fly. I ground the pepper into small pieces so no one would get a spicy shock. The ground seemed to move and sway after stepping off the boat. “You are grounded for lying about your homework,” Felix’s mom said.
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Building Meaning	awkwardly	grimace	brilliant	conspiring
	address	informative	nuisance	suppress
	<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>“Stop being such a _____, and leave me alone!” Cantrell shouted.</p>			

DAY 6

Writing Prompt	Think of a familiar story that a young child would like to hear. Identify the most-important parts of the story, and list them on a story map. List the characters, main problem in the story, most-important events, and how the story ends. Use the story map to write a summary of the story. Your summary will tell the story in a short way. When you have finished, read your story summary aloud to your partner to find out whether you have included the most-important information, left out the less-important information, and made your story short.	
	Scoring Guide	The story includes all the important elements, and it makes sense. 35 points
		The story leaves out less-important events and details. 35 points
		The story is short enough to tell to a young child. 20 points
The story has ideas written in complete sentences. 10 points		

Somewhat the Sailor

Word	Identification Strategy	Definition	Sentence
jeopardy	-jeop = /jep/ chunk	great danger, risk	Jack was in <i>jeopardy</i> of not doing well in class because he hadn't done any of his homework all semester.
precision	base word + ending	doing something exactly and correctly all the time	The archer shot arrows with such <i>precision</i> that she always hit the bullseye.
ordeal	chunk	difficult or sad task or time	Learning a new language can be quite an <i>ordeal</i> , so you should depend on others to help you do it.
commence	chunk	begin	Lilith loved school and couldn't wait for the semester to <i>commence</i> .
fervently	base word + ending	eagerly, passionately	The violinist's fingers moved like lightning as he <i>fervently</i> played the violin.
acquiring	base word + ending	getting	Some people think <i>acquiring</i> things is what's important, but I think just being happy is what's really important.
crucial	chunk	necessary, very important	It's <i>crucial</i> to take plenty of water if you're going to hike in the desert.
lamenting	base word + ending	regretting, feeling sorry about	Vince was <i>lamenting</i> his bad decisions.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 45 (paragraphs 1–3)	Page 45 (paragraphs 1–3) or 49 (paragraphs 1–5)	Page 45 (paragraphs 1–3), 49 (paragraphs 1–5), or pages 53 (paragraph 6) and 54

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. What is the main reason the crew wants to return to the lair of the Sea Beast? <ol style="list-style-type: none"> a. to protect others b. to seek revenge c. to learn more about the Sea Beast d. to make contact with the Sea Beast 2. Does the loss of Mr. Boatswain affect how well the crew works together? Support your answer. 3. Why do you think the author compares the crew to a well-oiled machine? 4. Write a summary of pages 41 and 42 using at least four important events from the story. (Write-On)
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Was Mr. Boatswain well liked? How can you tell? 2. Why had Mr. Boatswain been so eager to help Somewhat before the voyage began? 3. Which of the following words best describes Somewhat at the end of the reading? <ol style="list-style-type: none"> a. ungrateful b. cowardly c. fearful d. determined 4. Write a summary of pages 45 and 46 using at least four important events from the story. (Write-On)
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Skill Practice	<p>Write each word in your journal. Then write the base word and suffix. Cross out any extra letters. Write a definition for each word.</p> <ol style="list-style-type: none"> 1. raggedly 2. communication
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Building Meaning	jeopardy	precision	ordeal	commence
	fervently	acquiring	crucial	lamenting
	<ol style="list-style-type: none"> 3. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 4. Tanya was so excited about her idea that she <u>fervently</u> threw paint on the canvas to see it come to life. <i>Fervently</i> means— <ol style="list-style-type: none"> a. eagerly. b. slowly. c. hesitantly. d. lazily. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. What does the word <i>stealth</i> mean on page 49? How do you know? 2. Explain how Sarafina Strongbow knows that the ship has reached the lair of the Sea Beast. 3. Why does Molly become angry with Somewhat? <ol style="list-style-type: none"> a. He gets frightened and asks her to deal with the Sea Beast. b. He tells her to leave him alone to deal with the Sea Beast. c. He tells everyone to stay on the ship while he goes north for safety. d. He demands that they leave the Sea Beast alone and continue the voyage. 4. Write a summary of pages 49 and 50 using at least four important events from the story. (Write-On)
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Skill Practice	<p>Write each word in your journal. Then write the base word and suffix. Cross out any extra letters. Write a definition for each word.</p> <ol style="list-style-type: none"> 1. accidental 2. menacing
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Building Meaning	jeopardy	precision	ordeal	commence
	fervently	acquiring	crucial	lamenting
	<ol style="list-style-type: none"> 3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 4. “Now that we have given thanks, let us <u>commence</u> our celebratory feast!” the king exclaimed. <i>Commence</i> means— <ol style="list-style-type: none"> a. finish. b. discard. c. admire. d. begin. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. The crew was in the lifeboat not only to stay safe but to— <ol style="list-style-type: none"> a. distract the Sea Beast and make it look at the North Star. b. shoot the Sea Beast with the pistol. c. make the Sea Beast turn its back on Somewhat with the pistol. d. scare the Sea Beast so it will go away. 2. Would Somewhat’s plan to slay the Sea Beast have worked during the day? Explain your answer. 3. Describe how Somewhat feels about himself right before he shoots the arrow. 4. Write a summary of pages 53 and 54 using at least four important events from the story. (Write-On)
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Skill Practice	<p>Write each word in your journal. Then write the base word and suffix. Cross out any extra letters. Write a definition for each word.</p> <p>1. cruelly 2. pleading</p>
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Building Meaning	jeopardy	precision	ordeal	commence
	fervently	acquiring	crucial	lamenting
	<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 missed a _____ scene in the movie when I got up to get something to drink, so I was confused when I returned.</p>			

DAY 6

Writing Prompt	<p>Pretend that you are Somewhat, the captain of the <i>Golden Fleece</i>. Write your captain’s log by summarizing the events that have happened since Mr. Boatswain was taken by the Sea Beast and you took control of the ship. Use the class chart to find events from this cycle’s reading. Think of the best way to tell at least five of these events even more briefly. Decide how to combine and reword ideas, and identify the events that can be left out. Make sure that your captain’s log is written in complete sentences. Remember to include all the parts of a captain’s log (name of the ship, date and heading of important event, voyage and conditions, body, and a signature).</p>
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Scoring Guide	The captain’s log includes at least five of the most-important events from the reading.	50 points
	The captain’s log does not include less-important events.	25 points
	The captain’s log has events written in complete sentences.	15 points
	The captain’s log includes all the parts (name of the ship, date and heading of important event, voyage and conditions, body, and a signature).	10 points

Summarizing Saves the Animals: Samburu

DAY 1

Team Talk

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

Bakiri’s Challenge

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

DAY 2

Team Talk

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

Bakiri’s Challenge

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

DAY 3

Team Talk

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

Bakiri’s Challenge

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

DAY 4

Team Talk

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

Bakiri’s Challenge

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

DAY 5

Team Talk

1. What is one question you had before you began reading?
2. On your idea tree, write the main idea and important supporting details from the section titled “Steadfast and Predictable.”
3. Use the information you have written on your idea tree to write a brief summary of the section “Threatened Tortoises.” (Write-On)

World Capitals: Europe

Word	Identification Strategy	Definition	Sentence
thrived	base word + ending	did very well, flourished	The flowers <i>thrived</i> because of the water and sunlight.
artistic	base word + endings	having to do with art	Wallace is really <i>artistic</i> ; he can paint and draw well.
dedicated	base word + ending	set apart for a certain purpose	The far corner of my room is <i>dedicated</i> to studying, so it has a desk and a lamp.
founded	base word + ending	created, started up	Mr. Jones likes to coach kids, so he <i>founded</i> an afterschool baseball program.
key	blend	important, essential	Studying a little each night is <i>key</i> to performing well in school.
juts	blend	sticks out	The table <i>juts</i> out into the room, and sometimes I bang into it.
flaw	blend	problem or imperfection	The only <i>flaw</i> on the table is a small scratch near the left leg.
declared	base word + ending	announced	Ralphie stood up and <i>declared</i> that he would try out for the school play that spring.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 82 (paragraphs 1 and 2)	Page 82 (paragraphs 1 and 2) or 78 (paragraphs 1 and 2)	Page 82 (paragraphs 1 and 2), 78 (paragraphs 1 and 2), or 85

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. What are the most-important ideas from the section titled “A Dutch Fishing Village: Amsterdam”? Use your idea tree to write a short summary of this section, including at least three important ideas. (Write-On) 2. Why were the 2004 Athens Olympics considered a return to the birthplace of the Olympics? 3. What language do you think you would hear spoken in Belfast? Why? 4. How was Berlin affected by the end of World War II? <ol style="list-style-type: none"> a. It was torn down and rebuilt. b. It grew twice as large in population. c. It became even more important. d. It was divided into two cities.
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. What are the most-important ideas from the section titled “Are you Hungary? Budapest”? Use your idea tree to write a short summary of this section, including at least three important ideas. (Write-On) 2. Is Copenhagen a perfect city? Why or why not? 3. According to the caption, why did Vikings create the city of Dublin? 4. Who controlled Helsinki before Finland gained independence? <ol style="list-style-type: none"> a. Denmark b. Sweden c. Norway d. Germany
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Write a definition for each word.</p> <ol style="list-style-type: none"> 1. quotes 2. blistered
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Building Meaning	thrived	artistic	dedicated	founded
	key	juts	flaw	declared
	<ol style="list-style-type: none"> 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. Nina is too tall for her desk, so her leg _____ out from underneath when she sits there. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> The photographs on page 77 help show how Athens is— <ol style="list-style-type: none"> full of crumbling ruins. an ancient and modern city. still influenced by Greek mythology. less attractive than other cities. What are the most-important ideas from the section titled “An Irish Neighbor to the North: Belfast”? Use your idea tree to write a short summary of this section, including at least three important ideas. (Write-On) Why is Bern less modern than many of the other capitals you have read about? How does the author help you learn to pronounce words and names in this text? Give an example.
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Write a definition for each word.</p> <ol style="list-style-type: none"> influenced comedic
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Building Meaning	thrived	artistic	dedicated	founded
	key	juts	flaw	declared
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. Ms. Withers was such a good gardener that all of her herbs and spices <u>thrived</u> under her care. <i>Thrived</i> means— <ol style="list-style-type: none"> flourished. wilted. failed. diminished. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> What do Budapest and Copenhagen have in common? <ol style="list-style-type: none"> They were both founded by the Romans in ancient times. They are both located in Denmark. They are both located in Hungary. They were both controlled by Germany in World War II. What does the word <i>suburb</i> mean on page 86? How can you tell? According to the caption on page 86, what problem do people living in Lisbon have to deal with on occasion? Use information from your idea tree to write a summary of this cycle of <i>World Capitals: Europe</i>. (Write-On)
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Skill Practice	<p>Write each word in your journal. Then write the base word and ending. Write a definition for each word.</p> <ol style="list-style-type: none"> dramatic recited
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Building Meaning	thrived	artistic	dedicated	founded
	key	juts	flaw	declared
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. Choose the word that best fits in the blank. I couldn't find a single _____ in the perfectly smooth piece of glass. 			

DAY 6

Writing Prompt	<p>Imagine that you work for your state's tourism department and need to write a summary about your state's capital. Choose at least five important facts or details about your state's capital city for your summary. Also think about information a tourist to your state's capital city might want to learn about or see. When was the city founded and made a capital? What is the population? Does the city have an important history? What kinds of things does the city manufacture? Does it host any special celebrations? What museums, parks, or memorials are there to see in the city? Your summary should read as if it is a story of the city's history and not a random collection of facts. Remember to write your summary in complete sentences.</p>
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Scoring Guide	You wrote a summary about your state's capital city for tourism brochures.	25 points
	Your summary includes at least five important facts or details about your state's capital city.	10 points each (50 points maximum)
	Your summary reads like a story of the city's history.	15 points
	The summary is written in complete sentences.	10 points

World Capitals: Europe

Word	Identification Strategy	Definition	Sentence
source	blend	beginning, where something comes from	We learned that the <i>source</i> of the water was an underground spring.
attraction	base word + ending	something that people want to see or do	A fun waterslide is the biggest <i>attraction</i> at the theme park.
tourists	base word + ending	people who visit a place on vacation	A busload of <i>tourists</i> stopped at all the famous sites in the city.
draws	base word + ending	pulls in	The smell of Dad’s wonderful apple pie <i>draws</i> me and Mikey into the kitchen.
elegant	chunk	fancy, beautiful	The fancy party was fun because I wore my most <i>elegant</i> dress.
boomed	base word + ending	grew quickly	Most towns in California were small until the gold rush, then they <i>boomed</i> overnight.
astride	chunk	sitting on two sides of something	The cowboy sits <i>astride</i> his horse, with a leg on either side.
massively	base word + ending	largely	The blizzard <i>massively</i> affected the Midwest as it dumped ten inches of snow on roads in a few hours.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 93 (paragraphs 1–3)	Page 93 (paragraphs 1–3) or 90 (paragraphs 2 and 3)	Page 93 (paragraphs 1–3), 90 (paragraphs 2 and 3), or 96 (ending with “...the Warsaw Metro opened.”)

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. What are the most-important ideas from the section titled “The Doors of Europe: Madrid”? Using your idea tree, write a short summary of the section containing at least four important ideas. (Write-On) 2. Why was the location of Oslo moved after 1624? <ol style="list-style-type: none"> a. More space was needed for people. b. The Vikings attacked the old location too easily. c. The view was better in the new place. d. A fire destroyed the original city. 3. Why do you think people compare Prague to Paris? 4. On page 90, the author writes that Paris is a “densely packed” place. What does that mean? How did you figure that out?
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Why did the author title page 93 “The Capital of the Boot: Rome”? 2. Stockholm is similar to Bern, Switzerland, because— <ol style="list-style-type: none"> a. it still has many medieval buildings. b. it is in central Europe. c. it is the Swedish word for <i>bear</i>. d. it is a popular place for boat tours. 3. What are the most-important ideas from the section titled “Music and Theater: Vienna”? Using your idea tree, write a short summary of the section containing at least three important ideas. (Write-On) 4. According to the caption on page 96, what did people do after Warsaw was damaged by bombs in World War II?
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Skill Practice	<ol style="list-style-type: none"> 1. Read each sentence. How does each sentence make you feel? What are the connotations of the word <i>gaped</i>? If you wish, draw a concept map, and record your ideas about the word. Yanni <u>looked</u> at the size of the dinosaur skeleton. Yanni <u>gaped</u> at the size of the dinosaur skeleton.
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Building Meaning	source	attraction	tourists	draws
	elegant	boomed	astride	massively
	<ol style="list-style-type: none"> 2. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 3. Choose the word that best fits in the blank. The restaurant was very _____ with white tablecloths and candles on each table. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> Based on the meaning of the name <i>Madrid</i>, what can you tell about the city's location? Which of the following capitals should you visit to learn about Vikings? <ol style="list-style-type: none"> Paris Warsaw Vienna Oslo What are the most-important ideas from the section titled "The City of Light: Paris"? Using your idea tree, write a short summary of the section containing at least four important ideas. (Write-On) Use sequence words to tell who has controlled Prague throughout its history.
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Skill Practice	<ol style="list-style-type: none"> Read each sentence. How does each sentence make you feel? What are the connotations of the word <i>plagued</i>? If you wish, draw a concept map, and record your ideas about the word. Tora's hurt knee <u>bothered</u> her when she walked. Tora's hurt knee <u>plagued</u> her when she walked.
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Building Meaning	source	attraction	tourists	draws
	elegant	boomed	astride	massively
	<ol style="list-style-type: none"> Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. The smell of freshly baked cookies always <u>draws</u> us in from playing in the snow. <i>Draws</i> means— <ol style="list-style-type: none"> pushes. offends. pulls. disgusts. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> How has Roman architecture had an influence on modern architecture? Why are boats popular for sightseeing in Stockholm? What do Warsaw and London have in common? <ol style="list-style-type: none"> famous writers a royal family cool temperatures a subway system Use information from your idea tree to write a summary of this cycle of <i>World Capitals: Europe</i>. (Write-On)
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Skill Practice	<p>1. Read each sentence. How does each sentence make you feel? What are the connotations of the word <i>bawled</i>? If you wish, draw a concept map, and record your ideas about the word.</p> <p>The baby <u>cried</u> when she dropped her toy.</p> <p>The baby <u>bawled</u> when she dropped her toy.</p>
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Building Meaning	source	attraction	tourists	draws
	elegant	boomed	astride	massively
	<p>2. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>3. Choose the word that best fits in the blank.</p> <p>Ladies used to always ride a horse side saddle, but now they sit with their legs _____ the horse's back.</p>			

DAY 6

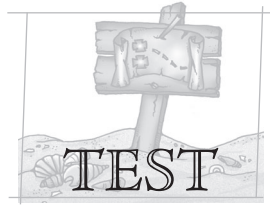
Writing Prompt	<p>Imagine that you are a reporter for a newspaper. You have been assigned to interview the mayor of one of the European capitals you read about this cycle in <i>World Capitals: Europe</i>. You read about Madrid, Oslo, Paris, Prague, Reykjavik, Stockholm, Vienna, and Warsaw this cycle. Think of at least five questions you would like to ask the mayor of one of these cities. Think about what readers would like to know about the mayor or the city he or she runs. Then pretend that you are the mayor of that city, and answer each question. You can use your imagination to answer the questions. Remember that you should not ask simple yes-or-no questions in your interview. Remember to write your interview in the correct format (a title that introduces the interviewee, a byline, initials to identify the interviewer/interviewee).</p>
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Scoring Guide	You wrote an interview between yourself and the mayor of Madrid, Oslo, Paris, Prague, Reykjavik, Stockholm, Vienna, or Warsaw.	15 points
	You ask the mayor of your chosen capital at least five questions.	5 points each (25 points maximum)
	You pretend that you are the mayor and answer each question.	10 points each (50 points maximum)
	You do not ask simple yes-or-no questions in your interview.	5 points
	Your interview is in the proper format (a title that introduces the interviewee, a byline, initials to identify the interviewer/interviewee).	5 points

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Comprehension Questions

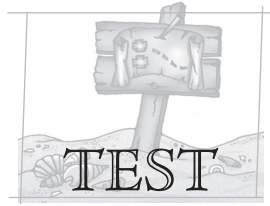
Read *Crazy About Kids*, and answer the following questions.

Crazy About Kids

1. Carl didn't mind that he had to get home from school quickly to make sure he was there for his little brother, Ike. Ike finished school thirty minutes after Carl finished. Carl enjoyed bonding with his brother after school.
2. "I know you have to sacrifice a lot to come home and babysit Ike after school," Carl's mom said. "I wish there was a way you could join the baseball team and still keep an eye on Ike." This gave Carl an idea.
3. "Sonya, you do a lot of babysitting, don't you?" Carl asked the next day in school. "Yes, I do," Sonya replied. "I take care of the Johnsons' two kids all the time." "That's great," he said. "Maybe you can help me with my new business idea."
4. "What are you thinking?" Sonya asked. Carl handed her a notebook with a detailed plan for a babysitting club inside. "I want to start a babysitting club," he said. "We'll form a club that takes on babysitting jobs and divides them between good babysitters, depending on our schedules," he explained.
5. "That's a great idea, Carl!" Sonya exclaimed. "Sometimes I feel bad when I can't watch the Johnsons' kids because I have ballet practice. But this way, an available club member could go instead!" "Exactly!" Carl shouted. "I got the idea because I want to join the baseball team, but I can't because Ike needs a babysitter after school."
6. "I think Tracy would be really interested in joining the club," Sonya said. "I know she takes care of her little sister, Trina, all the time, and sometimes she takes care of the Johnsons' kids when I can't." "Great, we'll ask her about it at lunchtime," Carl said. "I think Rodrigo would like to join as well. He has a big family and is used to babysitting a lot of little kids," he added.
7. Both Tracy and Rodrigo were excited about the club. Tracy thought it would be easier for neighborhood parents to find a babysitter with the four of them pooling their efforts. "We should make posters and come up with a club name to advertise," Rodrigo said. "I know my own mom will appreciate knowing who to call when she needs a sitter and I'm not home."
8. "Good idea, Rodrigo!" Sonya said. "We need a name that shows we truly enjoy babysitting and taking care of kids." Carl agreed. "But it needs to be catchy too, so parents remember it," he added. "How does Crazy About Kids sound?" Tracy suggested. The group cheered for the name. "It's perfect!" they all exclaimed.
9. After school, Carl, Sonya, Tracy, and Rodrigo got together at Carl's house to make posters and fliers for their club. Since Carl had the idea, it was decided that his house would be the base of operations. They put the club's contact information on the advertisements and took Ike around the neighborhood in his wagon to hand out fliers and hang up posters. When Carl's mom got home, she said she thought her son's idea was brilliant. "Now I know whom I can call to babysit Ike while you're busy playing baseball," she said.

1. Which story elements helped you predict the main idea of this story? Write one of the story elements on your story map.
2. What is one question you had about the main idea before you began reading the story?
3. Which of the following best describes the main idea of paragraph 5?
 - a. Carl and Sonya need to hire babysitters to do their jobs for them.
 - b. Parents leave their kids alone because there are no babysitters.
 - c. Ballet and playing baseball are more important than watching Ike.
 - d. The babysitters will have time for babysitting and other activities.
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 8?
 - a. The club members need a meeting place.
 - b. The babysitting club needs a name.
 - c. The babysitting club needs a phone.
 - d. The club members need to create schedules.

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



Comprehension Questions

Read pages 37 and 38 of *Somewhat the Sailor*, and answer the following questions.

1. How can you tell that Somewhat is not very confident at the beginning of the story?
2. Why does Somewhat make sure he turns off the stove before leaving to see Molly?
 - a. He doesn't want someone to burn themselves.
 - b. He doesn't want to start his first fire.
 - c. He forgot once and burned the drapes.
 - d. He wants to save fuel for another day.
3. Why do you think the author uses humor in the story? Support your answer with clues from the text.
4. The day on the ship starts off—
 - a. the same as other mornings.
 - b. darker and scarier than other mornings.
 - c. better than the previous morning.
 - d. louder and rockier than other mornings.
5. Use sequence words to describe what happens to disrupt the *Golden Fleece's* voyage.

<p>6. What are the most-important events and ideas from today's reading? Write a short summary of this passage using at least three important events.</p>

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.

The base of my tower wasn't very strong because the blocks I used to build it were smaller than the ones on top.

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

- a. The new movie is based on a book written by my favorite author.
 - b. When making a human pyramid, the strongest cheerleaders will always form the base.
 - c. A ballplayer has to reach base before someone tags him or it with the ball.
 - d. Most pasta sauces have a tomato base, but you can also use cheese or olive oil.
2. Read the following sentence.

“Don't skirt the issue, Governor, we need to talk about raising taxes more than naming baseball teams,” the advisor said.

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

- a. There is nothing nicer than that first warm day of spring when you can wear a skirt.
 - b. A line of trees skirts our yard and almost blocks our house from view.
 - c. My bed has a ruffled skirt along the bottom edge to hide the mess under it.
 - d. Montel kept skirting the issue of his grades because he didn't want to discuss them.
3. Read the following sentence.

Corinna had so many art supplies that she needed a tote on wheels to carry them to and from school.

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

- a. I made myself a tote for groceries so I didn't have to use plastic or paper bags.
 - b. Greg always totes a pen because he never knows when he might want to write something down.
 - c. The bellboy will tote our luggage up to the hotel room while we finish signing in.
 - d. “I could use some help toting all this equipment to the field,” Coach Paul hinted.
4. Read the following sentence.

High tide is the best time to surf because the waves are large and powerful.

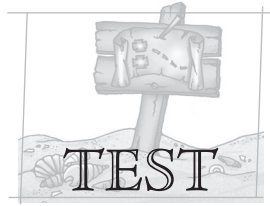
Which of the following sentences uses *tide* the same way?

- a. The tide of opinions about the president changes every day.
- b. A small snack in the morning and afternoon can tide you over between meals.
- c. The battle at Gettysburg turned the tide of the Civil War in the North's favor.
- d. Fishermen always know the tides because it helps them know the best times to fish.

Building Meaning

awkwardly	grimace	brilliant	conspiring
address	informative	nuisance	suppress

5. Write a meaningful sentence for the word *grimace*.
6. Quentin was _____ with Martin to trick Mimi later in the day.
7. When I hear my mother address me as “Robert James” instead of just “Bobby,” I know I’m in big trouble.
Address means—
- introduce.
 - frown at.
 - ignore.
 - speak to.
8. The dancer forgot her steps and stumbled _____ as she tried to finish the routine.
9. The mosquito buzzing around my head was a real nuisance on an otherwise pleasant summer night.
Nuisance means—
- delight.
 - joy.
 - bother.
 - friend.
10. “What a _____ idea!” Maria exclaimed when she saw the basket Holly added to her bike to carry her books.
11. Mr. Johnson tried to suppress his class’s displeasure by telling them that they could play a game after the pop quiz. *Suppress* means—
- keep quiet.
 - encourage.
 - continue.
 - keep excited.
12. The best newspaper articles are _____ pieces that help readers learn about the news.



Comprehension Questions

Read pages 55 and 56 of *Somewhat the Sailor*, and answer the following questions.

1. How can you tell the crew liked Mr. Boatswain?
 2. Somewhat needs to carry out his plan at night because—
 - a. he doesn't want to see the Sea Beast.
 - b. the Sea Beast sleeps at night.
 - c. that is when the North Star is visible.
 - d. the Sea Beast has poor night vision.
 3. Molly won't leave Somewhat when he tells her to. What does this tell you about Molly?
 4. Why does Somewhat want Molly to be captain with him?
 - a. She helped him believe in himself.
 - b. She's better at being captain than him.
 - c. She's tired of running a Public House.
 - d. She enjoys the seafaring life a lot.
 5. How has Somewhat changed throughout the story?
6. Use your story map to write a summary of this cycle's reading. Include at least five 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

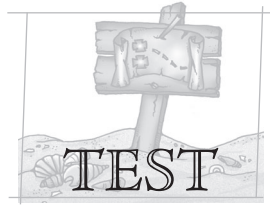
Write each word on your paper. Then write the base word and suffix. Write a definition for each word.

1. abruptly
2. substitution
3. coughing
4. sensational

Building Meaning

jeopardy	precision	ordeal	commence
fervently	acquiring	crucial	lamenting

5. Write a meaningful sentence for the word *acquiring*.
6. The gymnast did her routine with such _____ that she got a perfect score at the competition.
7. The animal rescue workers worked quickly to get the dog out of the locked car because its life was in jeopardy from the heat. *Jeopardy* means—
 - a. great danger.
 - b. safety.
 - c. protected.
 - d. little risk.
8. House training a new puppy can be quite an _____, but hard work and consistency will see you through.
9. Ivan was lamenting his decision to stay up late to watch horror movies when he was exhausted in school the next day. *Lamenting* means—
 - a. savoring.
 - b. appreciating.
 - c. regretting.
 - d. loving.
10. The football player _____ pushed through his opponents to score the winning touchdown in the championship game.
11. Salt is a crucial ingredient in most recipes because it adds a lot of flavor, even in baked goods. *Crucial* means—
 - a. unimportant.
 - b. minor.
 - c. overlooked.
 - d. necessary.
12. “We will _____ taking the test as soon as the clock reads ten o’clock exactly,” Mr. Swinbourne explained.



Comprehension Questions

Read “Seagoing Marine Iguanas,” and answer the following questions.

Seagoing Marine Iguanas

Range

Galápagos Islands

Description of Marine Iguanas

These seagoing reptiles have been noted for their striking appearance ever since sailors first sailed by the Galápagos Islands. They are mostly gray or black, though some species may have red or green coloring on their backs. This coloration comes from the seaweed that the iguanas eat. Marine iguanas may appear to have a light-colored patch on their heads, but this is actually salt.

The iguanas have spikes that run down their backs from their heads to their tails. Unlike land iguanas, their faces and snouts tend to be short and smashed-in looking.

Origin of Marine Iguanas

Scientists believe that marine iguanas originally came from South America. The Galápagos Islands have never been attached to the continent, so iguanas could not have spread there on foot. Researchers think a common iguana ancestor drifted to the islands over water at least ten million years ago. At that time, there were more islands in the Galápagos archipelago; these islands are now under water.

Marine and land iguanas can breed together; however, this rarely happens. Marine iguanas have developed many features that are different from land iguanas.

Specially Built for the Water

Marine iguanas have many adaptations that help them survive in the cold waters in which they feed. Their dark skin absorbs heat from the sun when the iguanas sun themselves on the rocks. Since they are cold-blooded, iguanas need this warmth to stay active, and they usually need to sun themselves after feeding in the cold water.

Their flattened tails help them swim the same way that crocodiles or alligators swim. Marine iguanas can spend half an hour under the water, and some reports show that they can spend up to an hour without resurfacing. Their long claws help them grip rocks to prevent themselves from being pulled away by rough waves.

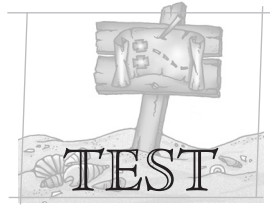
Marine iguanas have short snouts and razor-sharp teeth that allow them to scrape algae from rocks. Special glands help them rid their bodies of salt that they ingest while feeding. These glands excrete salt into their noses, which causes them to sneeze salt.

Life for Marine Iguanas

These reptiles live together in large groups on the islands. They feed and sunbathe together, and they may huddle close to one another while sleeping to preserve warmth on cool nights. Male iguanas only become territorial during the mating season. When male iguanas fight for their territory, they bob heads and engage in pushing matches. The loser submits and leaves the winner his territory.

Marine iguanas have few natural predators on the Galápagos Islands. Hawks, owls, snakes, and crabs originally preyed upon eggs or smaller iguanas, but nonnative rats, dogs, and feral cats now eat adults as well as eggs. These nonnative animals cause many iguana populations to suffer, making the marine iguana an endangered species.

1. What text features helped you predict the topic of this article? Write the topic on your idea tree.
 2. What is one question you had about the topic before you began reading the article?
 3. What is the main idea of paragraph 3?
 - a. how iguanas reached the Galápagos Islands
 - b. ways marine iguanas are different from land iguanas
 - c. how dark skin helps marine iguanas survive
 - d. which foods marine iguanas need to eat every day
 4. On your idea tree, write the main idea and important supporting details from the section titled “Specially Built for the Water.”
 5. What is the main idea of paragraph 8?
 - a. mating rituals of marine iguanas
 - b. marine iguana social behaviors
 - c. marine iguana rules and etiquette
 - d. family groups of marine iguanas
6. Use the information you wrote on your idea tree to write a brief summary of the section “Life for Marine Iguanas.”



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Ancient Capital No More: Istanbul

Istanbul is a former European capital with a long history. It is in Turkey, which lies in both Europe and Asia. The country is divided by the Bosphorus Strait. This is a thin body of water that connects two seas. Istanbul is on the European side. It lies on the strait.

The city was created in 660 BCE and called Byzantium. It was an important trading center. Many different empires wanted to take over the city for its wealth. Roman emperors named it Constantinople when they took over the city.

It became the capital of the Eastern Roman Empire when the empire split. The city saw growth in art and architecture during this time. It influenced culture and knowledge across Europe. The Hagia Sophia church was built because of this. It is one of the most beautiful buildings in the city. Now it is a museum.

The Ottomans took over Turkey in the Middle Ages. They named the city Istanbul. They ruled Turkey until 1923. That is when Turkey created a new government. The new leaders moved the capital to Ankara. Istanbul is still the largest city. More than 9 million people live there. It is one of the most popular tourist spots in Europe. People visit to learn its history, see its beauty, and enjoy its culture.

Sources: www.lonelyplanet.com/turkey/istanbul

www.city-data.com/world-cities/Istanbul-History.html

www.allaboutturkey.com/istanbul.htm

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to inform the reader about a former European capital
 - b. to persuade the reader to visit Istanbul
 - c. to compare Istanbul to other European capitals
 - d. to explain how the city was named Byzantium and Constantinople

How do you know?

3. Is the statement “[The Hagia Sophia] is one of the most beautiful buildings in the city” a fact or an opinion? Why?

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 4. Summarize the text using at least three important details and information from your graphic organizer. |
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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

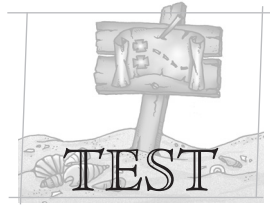
Write each word on your paper. Then write the base word and ending. Write a definition for each word.

1. volcanic 2. jeers 3. desired 4. angelic

Building Meaning

thrived	artistic	dedicated	founded
key	juts	flaw	declared

5. Write a meaningful sentence for the word *dedicated*.
6. There is one really _____ neighborhood in the city where all the residents have interesting sculptures in their yards.
7. Last year, Yancy founded the Kids for Kids Company, which helps new kids find friends and activities when they move to a new school. *Founded* means—
 - a. broke up.
 - b. created.
 - c. ruined.
 - d. shut down.
8. My plant _____ once I found a spot that wasn't too sunny or too shady for it.
9. The only flaw with Eden's plan was she didn't know how she would trick her mom into leaving the house while she set up for the surprise party. *Flaw* means—
 - a. bump.
 - b. solution.
 - c. problem.
 - d. regret.
10. A peninsula is a piece of land that _____ out into a large body of water.
11. A key moment in the president's speech was when he announced that there would be no new taxes during his time in office. *Key* means—
 - a. minor.
 - b. uninteresting.
 - c. important.
 - d. wasted.
12. Lamont _____ that he wanted to become healthier in the new year and that he would start running each day.



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Gold-Domed City: Moscow

The site where Moscow stands was a small trading post by the Moskva River in Russia. In 1147, Prince Yuri Dolgoruky decided to take over the village. He built a small wooden fort on top of a hill. The prince called the spot Moscow.

Mongols controlled Russia for most of the Middle Ages. They made Moscow the seat of power. The city also became the center of the Russian Orthodox Church. The fort became a stone fortress, called the Kremlin. The Kremlin was home for the tsars (zahrs). Moscow earned the name Gold-Domed City because of gold-domed churches rising above the Kremlin walls.

Moscow lost its place as capital in 1712. A tsar named Peter the Great moved the capital to another city. He named the new capital St. Petersburg. This city was capital for 200 years. Moscow became the capital again after a revolution in 1917.

A visit to Moscow should include a trip to the Kremlin. It is a museum of Moscow's history. It is also home to the government. Moscow is famous for ballet. You can watch some great shows at the Bolshoi Ballet. There you can see dancers perform to composer Peter Tchaikovsky's *Nutcracker Suite*, *Sleeping Beauty*, or *Swan Lake*.

Sources: www.lonelyplanet.com/russia/moscow
www.geographia.com/russia/moscow02.htm
www.waytorussia.net/Moscow/History.html

Comprehension Questions

Use your graphic organizer to answer the following questions.

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
 - a. to entertain the reader with stories by Tchaikovsky
 - b. to inform the reader about a European capital
 - c. to persuade the reader to research the Kremlin
 - d. to compare the histories of Moscow and St. Petersburg

How do you know?

3. What happened when Peter the Great became tsar of Russia?

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 4. Summarize the text using at least three important details and information from your graphic organizer. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|

Word Power

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

Skill Questions

Read each sentence. How does each sentence make you feel? What are the connotations in each sentence? If you wish, draw a concept map, and record your ideas about the word.

- Alicia was upset about finding a spot on her face.
Alicia was upset about finding a blemish on her face.
What are the connotations of the word *blemish*?
- Opal felt shy in large crowds.
Opal felt cowardly in large crowds.
What are the connotations of the word *cowardly*?
- D.J.'s mom said he was a slob.
D.J.'s mom said he was a pig.
What are the connotations of the word *pig*?
- Some animals are dead.
Some animals are extinct.
What are the connotations of the word *extinct*?

Building Meaning

source	attraction	tourists	draws
elegant	boomed	astride	massively

- Write a meaningful sentence for the word *tourists*.
- The largest ball of yarn in the world was just one _____ I wanted to see on our family road trip.
- The princess imagined that her wedding to the prince would be the most elegant event the kingdom had ever attended. *Elegant* means—
 - fancy.
 - ugly.
 - simple.
 - plain.
- Max's candy business _____ after the kids at the school learned he was selling candy.

9. The street performer always draws a crowd when he begins his magic act. *Draws* means—
- loses.
 - pushes away.
 - pulls in.
 - rejects.
10. The storm _____ caused damage to Joe's neighborhood.
11. The source of whining noise under the porch was an abandoned kitten that was cold and hungry. *Source* means—
- ending.
 - finale.
 - finish.
 - beginning.
12. The cowboys sat _____ the fence as they waited their turns to ride the bucking broncos.

