

Summarizing

Level 6

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

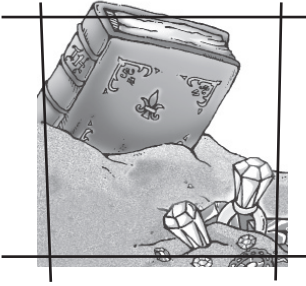
Know your students. The writing ability of students in grades 4, 5, and 6 will vary. Begin by identifying where your students are and the teaching/modeling they will need.

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

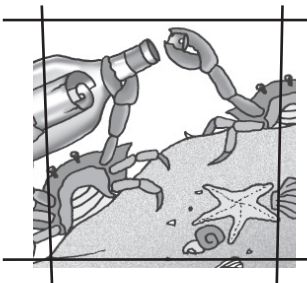
1. What is the problem with the review the students submitted?
2. What is a summary?
3. What are the story elements?
4. What tools does the *S.H.O.R.T. School News* staff use to create a summary? How are they used? (Write-On)

- 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.

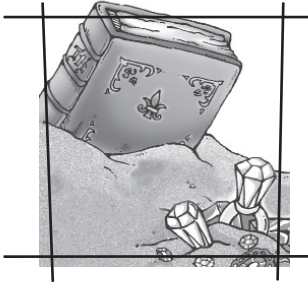
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss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

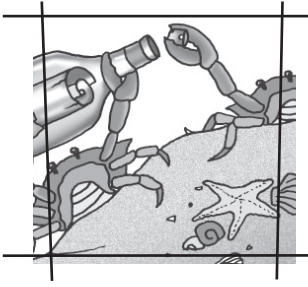
1. What was the most difficult part of retelling page 2? Why?
2. How does your retell compare with Elinor and Lee's?
3. What did your partner do to help you with steps 1, 2, and 3 on your strategy card? (Write-On)

- 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.*

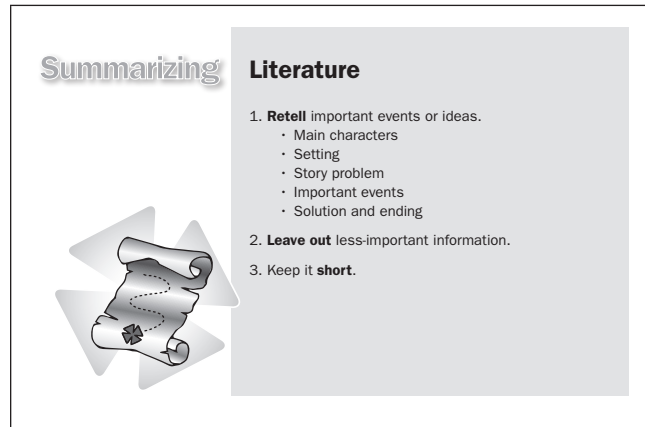
2. How does your retell compare with Elinor and Lee's?

(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.



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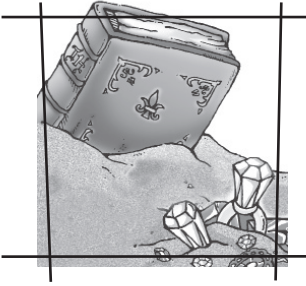
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss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

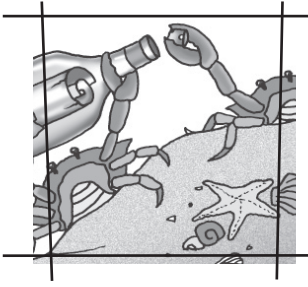
1. How does Lee determine who the main characters are?
2. How do the S.H.O.R.T. School team members resolve a disagreement about whether an idea is important or not?
3. You read and retold pages 3 and 4 of the story with your partner. Did you and your partner agree on the important events or ideas? What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

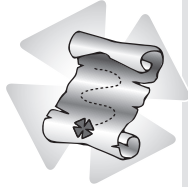
Team Talk *continued*

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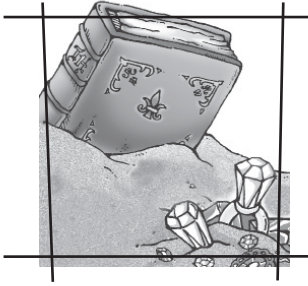
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss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

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

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.

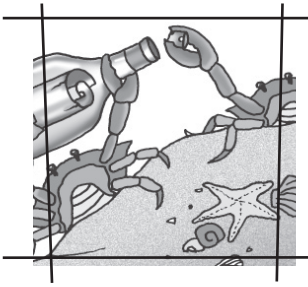
Last time, you were asked to read, retell, and discuss the story elements for pages 3 and 4 of *The Gift*. You worked with your team to pull out the story elements, and you made team notes. Today we’ll listen to Alicia, Mingo, Lee, and Elinor discuss the story elements of pages 3 and 4 so we can compare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

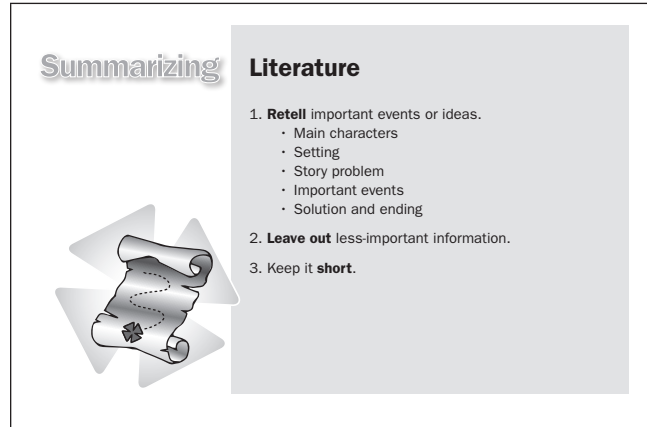
2. Mingo helped clarify for the team what the phrase the "bell of the trumpet" means. Why is it important to continue to clarify before you summarize?

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.

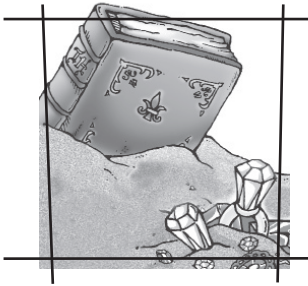
- Summarize the lesson for students.

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

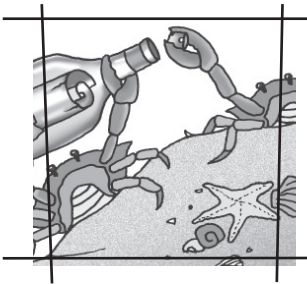
1. What is the purpose of a story map?
2. Why can an event or idea seem important at the beginning of a story but less important after you read the whole story?
3. What were the challenges of filling in a story map? Did you eliminate any events or ideas that were in your notes? (Write-On)

- 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.*

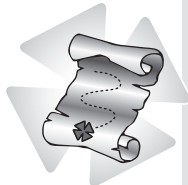
2. Why can an event or idea seem important at the beginning of a story but less important after you read the whole story?

(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.

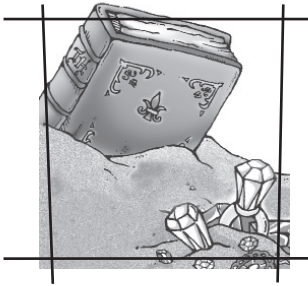
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss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

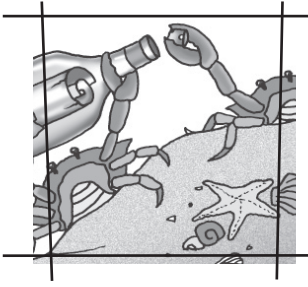
Event: Miguel realizes that to get money he must sell his most prized possession, his dad's trumpet.

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.

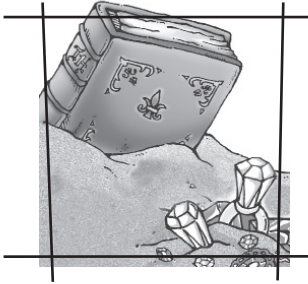
- Summarize the lesson for students.

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).**

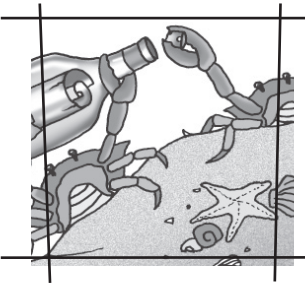
- Hand out copies of the video team’s summary.

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)

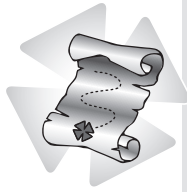
100 points = *Working with a team can help you write a summary because your teammates can help you decide what characters, events, and details are the most important. They might have different opinions and ideas*

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.

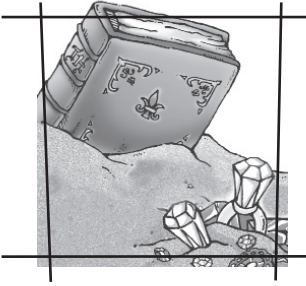
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss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

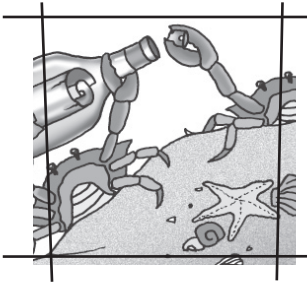
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 that you had before you began reading? |QU|
2. On your story map, write the important events from paragraph 4. |SU|
3. Use the information you have written on your story map to write a brief summary of paragraph 7. (Write-On) |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Use the first paragraph of *Cleaning for a Cause* 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 idea in this paragraph is that the community park needed to be cleaned up. This seems like an important idea.

A Collection of Readings,
page 15

Cleaning for a Cause

1. The community park near Jasmine's house was desolate. When she walked past it on her way to school, there was always litter and junk covering the unused play area. Some residents had even started throwing their broken appliances and old mattresses over the park's fence.

- 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 of these features by looking at your Summarizing Strategy Card.

- Have students read:
Cleaning for a Cause aloud with partners.

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

Team Discussion **TP**

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

Team Talk

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

100 points = *One question I had before reading was "What is the meaning of the title, Cleaning for a Cause?" I wanted to know what cause people cleaned for.* **90 points** = *One question I had before reading was "What does cleaning for a cause mean?"* **80 points** = *What does cleaning for a cause mean?*

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

100 points = *An important event in paragraph 4 is that Jasmine introduces her idea to clean the community park to her classmates. She wants it to be a volunteer project for everyone.* **90 points** = *An important event in paragraph 4 is that Jasmine introduces her idea to her classmates.* **80 points** = *Jasmine introduces her idea to her classmates.*

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

100 points = *Jasmine's classmate Lamont suggests getting the whole neighborhood involved with the cleanup, not just the students. Jasmine explains that she hopes neighbors will donate to the cause to help keep the park clean.* **90 points** = *Lamont suggests getting the whole neighborhood involved, not just the students. Jasmine hopes neighbors will donate to the cause.* **80 points** = *Lamont suggests getting the whole neighborhood involved. Jasmine hopes neighbors will donate.*

- Circulate through the classroom, and check for comprehension. Listen to team discussions, and offer hints and suggestions. To encourage further discussion, ask questions such as: What are the important events or ideas in the text? What strategies did you use to figure these out? Are there details to support your important events or ideas? Do your important events or ideas have to do with the story elements listed on the literature side of your Summarizing Strategy Card?

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

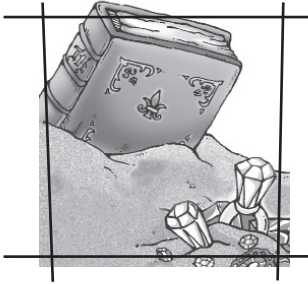
Class Discussion TP

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



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

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 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.

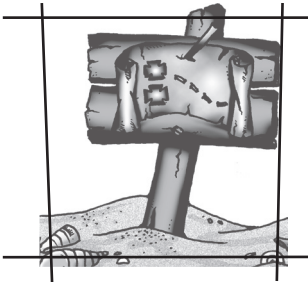
Set the Stage

- 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 *The Wash Out*. We will think about the story's important events or ideas so we can write a summary after reading.

Prepare Students for the Test

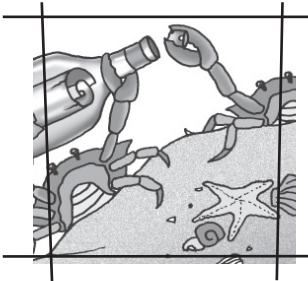
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #4 and #6 ask about summarizing.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that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



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

Team Discussion **TP**

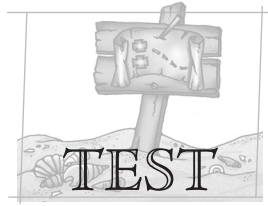
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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



Class Discussion TP

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

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



Comprehension Questions

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

The Wash Out

1. In late September, a tropical storm blew up the coast and flooded the town of Greenwood. The townspeople were prepared for the storm and took extra precautions to stay safe and protect their homes.
2. Across town, people had boarded up windows to protect the glass from flying debris, and there were huge sacks of sand waiting to stop flood waters from entering homes. One place that did not receive a lot of attention was the zoo, so zookeepers tried to prepare the animals the best they could before the storm hit.
3. "I walked past the zoo last night," Elis said a day after the storm, "and it looked terrible in there! The animals seemed okay, but there are trees knocked down in their enclosures, and the flood waters destroyed many plants."
4. "That is a shame, those poor animals," Elis's mother said. "I wonder if the zoo will need help to repair the damage," she added. "I bet they will!" Elis exclaimed. "This gives me a great idea for my class's community-service project!"
5. That morning at school, Elis had a word with her teacher, Mrs. Epstein. She explained what she saw at the zoo and what she thought her class could do to help. Mrs. Epstein thought Elis had a marvelous idea and told her she would call the zoo immediately to ask what kind of help they needed.
6. "Class, I have an announcement to make," Mrs. Epstein said the next day. "Elis presented an idea for our community-service project, and I have received the okay for it," she said. "Elis, would you like to explain?" Elis stood up and told her class about what she saw when she walked past the zoo and what she thought they could do to help.
7. "This is the perfect project for us to take part in!" Isaac exclaimed. "I agree!" Thomas added. "I'm sure the zoo will need help replanting plants in the animals' habitats." Hannah raised her hand and suggested that the students look for donations of plants from peoples' homes and gardens. "The zoo uses all locally grown and native plants. I'm sure people would like to see the zoo looking as beautiful as it did before the storm," she said.
8. The whole class agreed and planned their course of action. Groups of students would walk around town to ask the townspeople if they had any plants to donate to the zoo to replace the ones that had been lost during the storm. They would bring wagons with them to collect any plants that they received. Other groups of students would meet at the zoo and begin the cleaning process by removing fallen limbs and trees and fixing broken shelters for the animals.

9. Elis and her class worked hard to repair and restore the zoo. Zookeepers moved the animals to special enclosures while the kids cleaned and restored the habitats to their previous beauty. The townspeople applauded the class's efforts and donated many plants from their own gardens. "We can't begin to thank your class enough for all the help," Dr. Fatima said. "The animals look happier than ever to be in their enclosures, and your assistance saved us time and stress in getting the animals' lives back to normal."

20 points

1. What 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 elements that help me predict the main idea of this story are the title and the first paragraph. They tell me that a tropical storm hits the town and floods it. That helps me predict that the townspeople will have to deal with the effects of the flood.* **15 points** = *The story elements that help me predict the main idea of this story are the title and the first paragraph. A tropical storm hits the town. The townspeople will have to deal with the effects of the storm.* **10 points** = *The title and events in the first paragraph.*

20 points

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

20 points = *One question I had about the main idea before I began reading was "What does the phrase 'wash out' mean?" I wanted to know what the title is referring to.* **15 points** = *One question I had about the main idea before I began reading was "What does wash out mean?"* **10 points** = *What does wash out mean?*

10 points

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

- Mrs. Epstein is heartbroken by the sight of the zoo animals.
- The zoo visits Elis's class to describe the effects of the flood.
- School is closed for the day so everyone can help restore the zoo.
- Elis tells Mrs. Epstein about her idea for a community-service project.

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 the storm winds and water damage the zoo's animal enclosures. An important event is that the students volunteer to help restore the zoo.* **15 points** = *The story's main problem is that the storm winds and water damage the zoo's animal enclosures. The students volunteer to help restore the zoo.* **10 points** = *The storm winds and water damage the zoo's animal enclosures. The students volunteer to help.*

10 points

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

- The students plan to donate their pets to the zoo.
- The students think of ways to donate new plants to the zoo.
- The students visit other zoos to borrow new plants.
- The students grow new plants at home to give to the zoo.

20 points

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

20 points = *The students plan how they will work on helping the zoo. Some students will go around town to ask for plant donations to replace plants that were lost in the flood. Other students will go to the zoo to clean up fallen branches and trees.* **15 points =** *The students plan how they will help the zoo. Some students will ask for plant donations to replace lost plants. Other students will clean up fallen branches and trees.* **10 points =** *The students plan how they will help. Some students will ask for plant donations. Other students will clean up.*

Team Notes 2 (pages 3-4)

Character: Guitar player

Event: Miguel takes the trumpet to the marketplace.

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

Event: A man was playing the same song.

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

Event: Miguel tells the man everything.

Story Map



Title: *The Gift*

Characters:

Miguel
the guitar player

Setting:

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

When:

Problem:

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

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

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

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

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

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

Solution:

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

Review of The Gift by E. Austin

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

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

Story Map



Title: *Cleaning for a Cause*

Characters:

Jasmine
Dad
Frank
Mr Holmgren
Lamont

Setting:

Where: *Jasmine's school, the community park*

When: *school day, weekend*

Problem:

The community park is full of trash, and Jasmine thinks it should be cleaned up.

Jasmine presents her idea to clean the park to her class at school. She wants it to be a volunteer project for everyone.

Event: *Her classmates and teacher come up with ideas about how to clean the park.*

Event: *Mr. Holmgren says he will make sure the project counts as community service for the class if they help clean it. Lamont suggests getting the neighborhood involved.*

Event: *They agreed to meet at the park at 8 a.m. Saturday to start cleaning. They clean up trash, haul away junk, and clean the playground equipment.*

Event:

Solution:

Over two days, Jasmine and her class get the park cleaned up and usable by everyone in the community again.

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

English Language Arts Standards: *Reading: Literature*

Key Ideas and Details

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LITERATURE (6 DAY)

Me, My Friends, and the Mayor

Written by Terrence Parker

Illustrated by Nicole Tadgell

The Savvy Reader—Summarizing, A Collection of Readings, pages 19–61

Success for All Foundation, 2011

Summary

There's a horrible, trash-strewn vacant lot in Maurice's neighborhood, and he wants something done about it. He tries to ask the mayor for help, but he soon learns that if you want something done, you may have to do it yourself.

Instructional Objectives

	Reading	Word Power	Writing
	Summarizing (SU)	Compound words	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 pronounce and determine the meaning of compound words by separating each word and thinking about each word's meaning.	Students will write summaries of familiar stories, using a story map to plan which are the most-important events to include.

(continued on next page)

	Reading	Word Power	Writing
CYCLE 2	Summarizing (SU)	Dictionary skills	Write a summary blog entry.
	Students will use story elements to help them identify the main events in the story. As they read, they will restate (retell) information with their partners. At the end of each section, students will identify the most-important events through discussion with their teammates.	Students will use dictionary entries to increase their understanding of words.	Students will pretend that they are Maurice and will write a blog entry that summarizes what happens after Maurice and his friends work to clean up the vacant lot.

Teacher's Note

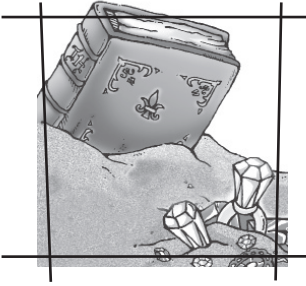
- Before you begin, please read through both cycles of the summarizing lessons for *Me, My Friends, and the Mayor* to see the sequence of instruction from one cycle to the next. Note in particular that during cycle 1 you will develop lists of main ideas on chart paper for use in Build Background on day 1 of cycle 2.
- In both lessons, you and students will discuss the main ideas of the story—we provide examples. Please allow students some flexibility in the selection, discussion, and wording of these ideas. While good readers understand an author's story, they also interpret it individually, based on their own interests and background knowledge.
- In team discussions, students should agree on some important story ideas, even though they will often express these ideas in different ways. Students may also disagree on other main ideas. Please accept these differences, and use them to create stimulating discussion.

CYCLE 1

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Summarizing (SU)	Compound words	Write a summary.
	Students will use story elements to help them identify the main events in literature. As they read, they will restate (retell) information with their partners. At the end of the section, they will identify the most-important events through discussions with their teammates.	Students will pronounce and determine the meaning of compound words by separating each word and thinking about each word’s meaning.	Students will write summaries of familiar stories, using a story map to plan which are the most-important events 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 *Me, My Friends, and the Mayor* by Terrence 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.
- Use the items below to build or activate background knowledge about the story.

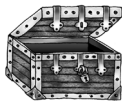


- Tell students that the main character in this story learns how to use technology, such as e-mail, to make changes. Use **Think-Pair-Share** to have students discuss how they or someone they know uses e-mail. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students discuss whether they have ever wanted to ask someone in politics, such as their mayor, governor, or representative in Washington, D.C., to support a cause they care about. Randomly select a few students to share.
- Use **Team Huddle** to have students discuss times they have volunteered their time or how they would like to volunteer their time to help others. 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
access page 28	-cc = /ks/ chunk: ac-cess	ability to reach something	To gain <i>access</i> to the private club, you'll need to be invited by a member.
technician page 28	chunk: tech-ni-cian	someone who works with machinery and other tools	When the computer broke, we had to call a computer <i>technician</i> to come and fix it.

Word and Page Number	Identification Strategy	Definition	Sentence
device page 30	chunk: de-vice	tool, object that has a function	A jigsaw is a <i>device</i> that lets you cut holes in flat pieces of wood.
eyesore page 34	compound word: eye + sore	ugly sight, something terrible to look at	The graffiti on the wall was an <i>eyesore</i> that no one liked to see.
potential page 34	chunk: po-ten-tial	possible	There are a few <i>potential</i> places we can go on our vacation, so we'll have to choose.
privileges page 38	base word + ending: privilege + s	rights that a certain group has	Going on fun trips with the football team is one of the <i>privileges</i> that the marching band gets.
budget page 39	-dg = /j/ chunk: bud-get	amount of money one can spend for something	The teacher told the class they had a <i>budget</i> of \$50 for the field trip.
initiative page 39	chunk: in-i-tia-tive	willingness to start something, to take the first step	Charlie showed <i>initiative</i> when he started raking the leaves without being asked to do it.

Using the Targeted Skill (Introduction and Definition)

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

We often summarize things that happen to us, or things that we do, to describe our experiences for people who weren't there. For example, we might tell our friends short versions of what we did over the weekend, or we might quickly describe the most-important parts of a story we know. Summaries are short. Think about what you did this past weekend or on another recent weekend that you especially enjoyed. Summarize the weekend for your 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 21–23 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 21–23

Introduction

Walking out of this convenience store after buying an ice cream cone and magazine reminds me of the first time I learned about social duty and what it takes to make a difference in your community. It all started on a sunny day after school—on this very street corner. Boy, that was a long time ago. But I remember it all so clearly. How things can change if you give it time. But you also have to be persistent. My name is Maurice Mario Juarez, and I have a story. It's a great story that I would like to share with you.

(continued on next page)

Part I: The Problem**Chapter 1**

I kicked an old soda can, its ripped and jagged edges clanging across the empty lot and banging against the graffiti-covered wall. Then I hopped over a damp and putrid paper bag. I didn't care to know what was in that bag. The aroma almost made me retch. *Somebody really ought to clean up this place*, I thought as I walked across the vacant lot.

"This place is disgusting," I said to my friend Steve. Steve Odekirk, Steve-o, my best friend, and the kid I'd walked to school and back with every day for the last four and a half years.

"You say that every single day, Maurice," Steve replied, "and it's getting kind of stale."

"I know, I know," I said, stepping over a puddle of some sort of mystery moisture. The problem was that this vacant lot was smack dab in the middle of our route to school. So every morning, and then again every afternoon, we had to walk through it. The place was a trash-filled disaster. And over the years, it had just gotten worse. Every year another layer of filth accumulated over the last year's filth. It was disgusting.

My old man says that about fifteen years ago, a little mom-and-pop convenience store had stood there. People used to go there to buy bread, milk, magazines, juice, and other items. But, so says my dad, the store had burned down in a fire, and the owners had never bothered to rebuild it. So, the lot where the store had stood remained vacant. Some people, I guess, turned it into their own personal trash can. At least, that's what it looked like.

And like I said, Steve-o and I had to walk through it every day. I mean, yeah, we could've walked around it, but we'd still see it and smell it. It was this big, disgusting, smelly eyesore just outside of my neighborhood.

"Somebody should do something about this," I said to Steve-o.

"Yeah? Like who?" he asked.

"I don't know," I replied, "maybe like me."

"What can you do about it? You're just a kid!" he said, laughing. "Kids can't do anything."

"Oh, yeah?" I replied. "You want to make a bet?"

"Whatever, dude," Steve-o said, hopping over a pile of discarded clothes.

"Whatever is right," I said. I vowed that I would do something about it. I didn't know what. But I'd do something. That was for sure.

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

Now that I've restated what I have read, I'll think back about the most-important information that I want to leave in and about the less-important information that I can leave out. I'll use the story elements on my Summarizing Strategy Card as a guide. I know something about the setting, or where the story takes place.

I'll write down "Setting: a city." I know at least two of the main characters, so I'll write down "Maurice Juarez and Steve Odekirk." I know what the main problem is also. I'll write down "There's a terrible, trash-filled vacant lot in the neighborhood."

- 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 thought about the story elements that are listed on the literature side of my Summarizing Strategy Card to decide on the important information. Then I put these down in my own words. I left out some information that, although interesting, didn't tell me about any of the story elements. For example, I left out the details about what kind of trash is in the vacant lot. I left those details out because they are less important. I also left out that the vacant lot used to be a mom-and-pop store because that doesn't have much to do with the main story elements.

Preview Team Talk

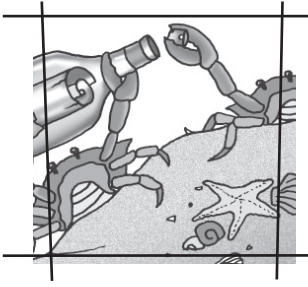
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Maurice says that he and his brother get along well. Do you agree? Support your answer. |DC|
2. What are the most-important events and ideas from page 24 of the story? Write a short summary of this passage using at least three important events. (Write-On) |SU|
3. On page 25, Luis says that doing something about the vacant lot is Maurice's "civic duty." What does he mean by that? How did you figure that out? |CL|
4. What do you think will happen next in the story? Give evidence to support your prediction. |PR|

- 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 24 aloud with partners.
page 25 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. Maurice says that he and his brother get along well. Do you agree? Support your answer. |DC|

100 points = Yes. I agree. Maurice and Luis do not fight. They talk together in the kitchen. Luis gives Maurice a snack of the quesadillas he is making for dinner. He offers to help Maurice with his problem. **90 points** = Yes. I agree. Maurice and Luis do not fight. They talk together in the kitchen, and Luis offers to help Maurice. **80 points** = Yes. They don't fight, and Luis helps Maurice.

Team Talk *continued*

2. What are the most-important events and ideas from page 24 of the story? Write a short summary of this passage using at least three important events. (Write-On) |SU|

100 points = *Luis, Maurice's older brother, is cooking dinner in the kitchen. Maurice decides to talk to him about the abandoned lot. He likes that he and Luis get along better than other brothers he knows. Luis describes the vacant lot as a landfill. 90 points* = *Luis, Maurice's older brother, is cooking dinner. Maurice talks to him about the abandoned lot. He likes that he and Luis get along. 80 points* = *Luis is cooking dinner. Maurice talks to him about the lot. The boys get along.*

3. On page 25, Luis says that doing something about the vacant lot is Maurice's "civic duty." What does he mean by that? How did you figure that out? |CL|

100 points = *When Luis says that doing something about the vacant lot is Maurice's "civic duty" on page 25, he means that it is Maurice's responsibility as a member of the community to do something about it. I figured that out by reading ahead. Luis explains what he learned in school. 90 points* = *When Luis says that doing something about the vacant lot is Maurice's "civic duty" on page 25, he means that it is Maurice's responsibility as a member of the community to do something about it. I read ahead. 80 points* = *He means that it is Maurice's responsibility as a member of the community to do something about it. I read ahead.*

4. What do you think will happen next in the story? Give evidence to support your prediction. |PR|

100 points = *I think the boys will contact the government or go to the library. Luis says that is how Maurice should start fixing the problem. He tells Maurice to meet him at the library. 90 points* = *I think the boys will contact the government or go to the library. That is how Maurice should start fixing the problem. 80 points* = *The boys will contact the government and go to the library.*

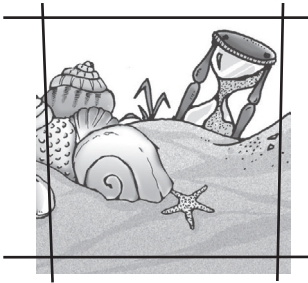
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Luis believes that if someone wants something to change, he or she should work to make that change happen instead of just complaining about it. Do you agree? Why or why not?</p> <p>Maurice and Luis get along well, and Maurice thinks it’s because they are far apart in age. Do you think this might help people get along with their siblings better? Why or why not?</p> <p>Do you have a sibling? If so, is he or she someone you turn to for help with problems? Why or why not?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Luis believes that if someone wants something to change, he or she should work to make that change happen instead of just complaining about it. Do you agree? Why or why not?</p> <p>Maurice and Luis get along well, and Maurice thinks it’s because they are far apart in age. Do you think this might help people get along with their siblings better? Why or why not?</p> <p>Do you have a sibling? If so, is he or she someone you turn to for help with problems? 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. 	



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.

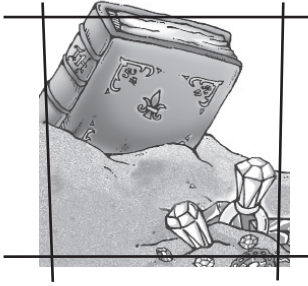
Page 24

- 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

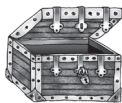
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 can you tell that Maurice and Luis get along?

Listening Comprehension



- Read pages 26 and 27 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 26 and 27

Chapter 3

As the school bell rang at the end of the next day, I heard Steve-o calling my name. “Yo! Maurice!” I heard him yell. “Wait up!”

I turned to face him as he jogged over to me. “I’m not walking home today, Steve-o,” I said. “My brother and I are going to the library.”

“The library?” Steve-o exclaimed. “Man, school’s done for the day. Why do you want to go to the library?”

“My brother’s going to help me do something about the vacant lot,” I said, already feeling proud of myself, although I had no idea what I was going to do.

Steve-o let out a long, low whistle. “Man, you were serious about that yesterday? Wow!” he exclaimed. “You need my help?”

Actually, I didn’t know if I was going to need Steve-o’s help. “Uh, not quite yet,” I said, “but I’ll keep you in mind.”

“All right, peace!” Steve-o said, and he jogged away, presumably heading home through the trash-filled vacant lot. I walked outside and stood at the top of the school steps, scanning the crowd of kids waiting for their buses, waiting for rides home, all of them just hanging around, chatting about the day. Finally I spotted Luis leaning against a pole. He had his black and gray hoodie on, with the hood up over his head. His hands were thrust deep into the front pockets. He was bobbing his head to something, so I assumed he had his headphones on. Man, he looked so cool.

“Yo! Luis!” I called, loud enough for him to hear me over the music. He looked up, smiled, and took off his headphones. He pulled his CD player out of his pocket and shut it off.

“What were you listening to, Luis?” I asked.

“Oh, just some music,” he said, “from 101.1, the ‘City Jams.’”

“Cool,” I said. “So, what’s the plan? What are we going to do at the library?”

(continued on next page)

Luis said, “Well, the library’s only three blocks away, so let’s walk the walk and talk the talk, little man.” I loved it when Luis talked that way. As we walked, Luis explained that the first step in making a change is to contact your elected officials. He explained that mayors, city council members, and even senators were elected officials.

“Even though you’re too young to vote for them,” he said, “they still work for you. Take the mayor, for example. Her job is to represent every single person in this city, every single resident. That means you.”

We came to the library, and Luis opened the door. “So, what we want to do is contact the mayor to tell her about our problem, that we want something to be done about the trashy lot on 121st.”

“How do we do that?” I asked. I still didn’t understand why we were at the library.

“We do that,” Luis said as we walked over to the information desk, “with e-mail.”

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

A few things have happened in this part of the story, but I’m going to try to think about the most-important information, using the story elements on my Summarizing Strategy Card as a guide. I know that Luis meets Maurice after school. That’s important because Luis is going to help Maurice with the vacant lot. I also know that the boys walk to the library. This is important because it gives the boys a chance to talk about their plans. I also know that Maurice thinks Luis is really cool. That’s important because it describes the relationship between two of the main characters. I’ll write these important ideas down.

- Point out that you followed the steps on the Summarizing Strategy Card. Discuss how you decided which important information was more important and which 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. Some things that happened might not be as important, so I left those events out. For example, I left out the detail about the music Luis was listening to because that doesn’t seem as important as some of the other ideas.

Preview Team Talk

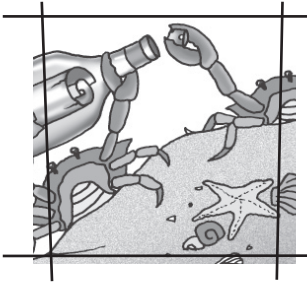
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Why do you think Ms. Jackson assumes Maurice should have a library card? Support your answer. |DC|
2. What are the most-important events and ideas from page 28 of the story? Write a short summary of this passage using at least three important events. (Write-On) |SU|
3. Is Luis familiar with the library? How is this different from Maurice? |DC • CC|
4. Why does Maurice keep his voice down even though he's impressed by Luis logging on to the computer? |CE|
 - a. He is losing his voice from a cold.
 - b. He doesn't want people to know he's there.
 - c. He thinks they are misbehaving.
 - d. He remembers he is in a library.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 28 aloud with partners.
pages 30 and 31 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

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

Team Talk

1. Why do you think Ms. Jackson assumes Maurice should have a library card?

Support your answer. |DC|

100 points = *I think Ms. Jackson assumes Maurice should have a library card because he is at the library with his brother. She thinks Luis must be showing Maurice how to use the library, so Maurice will need a card if he ever wants to come without Luis and borrow books or use the computers.*

90 points = *I think Ms. Jackson assumes Maurice should have a library card because he is at the library with his brother. She thinks Luis must be showing Maurice how to use the library.* **80 points** = *She thinks Luis must be showing Maurice how to use the library.*

2. What are the most-important events and ideas from page 28 of the story?

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

(Write-On) |SU|

100 points = *Luis introduces Maurice to Ms. Jackson, the librarian. She welcomes him and has him fill out a form to get a library card. She will also get Maurice access to the computers. Maurice learns how he can use the library.* **90 points** = *Luis introduces Maurice to Ms. Jackson. She has him fill out a form to get a library card and get access to the computers. Maurice learns about the library.* **80 points** = *Maurice meets the librarian. She gets him a library card and access to the computers. He learns about the library.*

3. Is Luis familiar with the library? How is this different from Maurice? |DC • CC|

100 points = *Yes. Luis is familiar with the library. He knows Ms. Jackson, and he already has a library card and access to the computers. He knows how the library works. This is different from Maurice because Maurice is not familiar with the library. He’s never been there. He doesn’t know the library is free.* **90 points** = *Yes. Luis is familiar with the library. He knows how the library works. This is different from Maurice because Maurice has never been there.* **80 points** = *Luis is familiar with the library and goes often. Maurice is not familiar with it and has never been there.*

4. Why does Maurice keep his voice down even though he’s impressed by Luis logging on to the computer? |CE|

- a. He is losing his voice from a cold.
- b. He doesn’t want people to know he’s there.
- c. He thinks they are misbehaving.
- d. He remembers he is in a library.

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

Class Discussion TP
Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

What are the benefits of going to the public library?

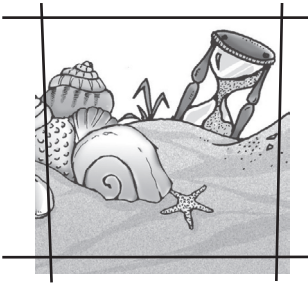
Ms. Jackson immediately helps Maurice get set up at the library. What qualities do you think you need to be a librarian?

Maurice remembers to keep his voice down in the library. Why do you think it's polite to be quiet at the library?

- 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**

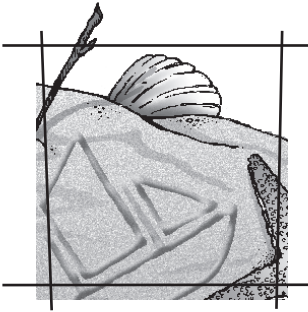
Timing Goal: 5 minutes

- 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 28

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



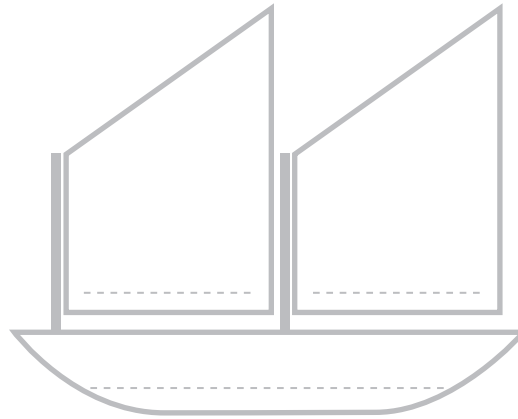
WORD POWER **TP**

Timing Goal: 10 minutes

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

Blackline master provided.

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



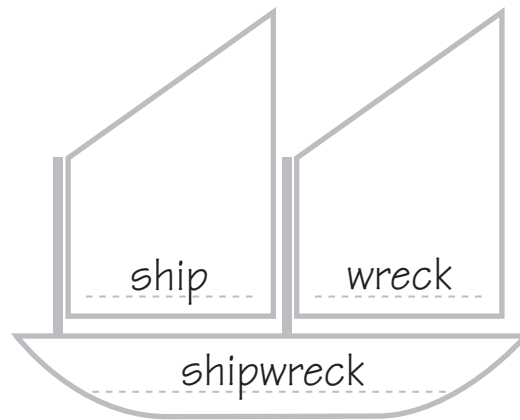
- Use **Think-Pair-Share** to have students identify what the Word Treasure clue means. Randomly select a few students to share. *Two main or big sails mean there are two whole words.*

Word Treasure

Sometimes two words combine to make one word.

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

- Write the word “shipwreck” on the bottom of the boat. Remind students that a word made up of two whole words is called a compound word.
- Use **Think-Pair-Share** to have students identify what words go onto each sail. Randomly select a few students to share. *The words that go on each sail are ship and wreck. Write each word on a sail as they are given.*



- Use the sails to read the word, and have students say the word with you. Remind students that thinking about the meaning of each word in a compound word helps us define the compound word.
- Use **Team Huddle** to have students define the meaning of *shipwreck*, and use **Random Reporter** to select students to share. *A ship is something that sails on water, and a wreck is something that is broken. A shipwreck is a ship that is sunken or broken.*
- Tell students that Captain Read More has found a word in their vocabulary list that is a compound word. Remind them to look for this word the next time they review vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-6

Skill Practice

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. icebreaker *ice + breaker; something that breaks the ice*
2. spyglass *spy + glass; a glass that lets you look at something secretly*

Building Meaning			
access	technician	device	eyesore
potential	privileges	budget	initiative

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

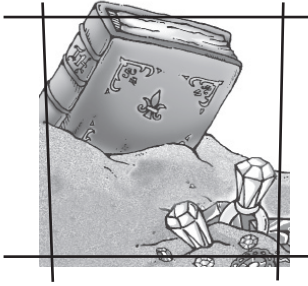
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

Marlena really showed her initiative when she started writing letters to a pen pal all on her own.

- 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

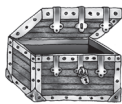
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.

Has Luis been to the library before? How can you tell?

Listening Comprehension



- Read pages 32 and 33 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 32 and 33

Chapter 5

The box on the screen told Luis that he had three new messages. “I’ll read those later, when I have more time,” he said. “Let’s get to work on what we came here to do, okay?”

“Okay,” I said. So Luis clicked on the words “COMPOSE NEW MESSAGE.” Yet another new box opened up. “This is the e-mail we’re going to send,” he said. The box had a place for an address, a subject, and an e-mail message.

“Who are we going to e-mail?” I asked.

“We’re going to e-mail the mayor,” he whispered.

“Really?” I whispered back.

Luis replied, “That’s right. Now, I happen to know that Mayor Grisham’s e-mail address is mgrisham@mayor.us.” He typed that into the address box. Then he said, “Now, I know that when your account is set up, your address will be mjuarez@library.org. I know that because my account is ljuarez@library.org, and we have the same last name.”

He went on to explain that most e-mail addresses were made up of someone’s name followed by the @ sign. Then he explained that the words after the @ sign form what is called a domain name. “Everyone in the mayor’s office has a mayor.us domain,” he explained. “And everyone at the library has a library.org domain. It’s really pretty easy to understand once you get used to it.”

I really wasn’t sure how easy it was, because I didn’t understand much of what Luis was saying, but I decided just to follow along. Luis continued. He said, “So, I’m going to send this e-mail to the mayor and also to you. You’ll be able to access it tomorrow. Now, every time you send an e-mail you have to explain what your e-mail is about. This is what you write in the subject line. The subject line helps the person you’re writing to decide whether the e-mail is important. We really want the mayor to read our e-mail, because it’s important to us. So, we’ll write ‘IMPORTANT POLLUTION PROBLEM’ in the subject line.” Luis wrote that, and then he said, “Now, let’s get to work writing the e-mail itself.”

I was beginning to catch on, if only just a little. “Let’s do it,” I said.

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 Maurice learns that they’re going to e-mail the mayor. It’s also important that he learns how to log on. They begin writing the e-mail, starting with the subject, which seems important. 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.

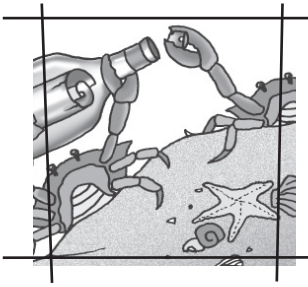
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #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-7

Team Talk

1. In the e-mail, the boys describe the vacant lot as— |ST|
 - a. a source of pride.
 - b. an eyesore.
 - c. an excellent place.
 - d. a treasure.
2. Describe the tone of the e-mail. |LT|
3. What are the most-important events and ideas from page 34 of the story? Write a short summary of this passage using at least three important events. (Write-On) |SU|
4. Why do the boys think the mayor will respond to their e-mail? |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 34 aloud with partners.
 page 35 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. In the e-mail, the boys describe the vacant lot as— |ST|
 - a. a source of pride.
 - b. *an eyesore.*
 - c. an excellent place.
 - d. a treasure.

2. Describe the tone of the e-mail. |LT|

100 points = *The tone of the e-mail is very polite and friendly. The boys introduce themselves. They do not demand anything from the mayor or sound angry. They compliment the city and the mayor. They thank the mayor in advance for considering what they have to say.* **90 points** = *The tone of the e-mail is very polite and friendly. They do not demand anything, and they compliment the city and the mayor.* **80 points** = *It is very polite and friendly.*

Team Talk *continued*

3. What are the most-important events and ideas from page 34 of the story?
Write a short summary of this passage using at least three important events.
(Write-On) |SU|

100 points = Maurice and Luis work on their e-mail for about thirty minutes. They introduce themselves to the mayor in the e-mail. They explain the problem with the vacant lot. They ask the mayor for help to clean it up. **90 points** = Maurice and Luis work on their e-mail. They introduce themselves to the mayor. They explain the problem with the lot. They ask the mayor for help. **80 points** = They write their e-mail. They introduce themselves. They explain the problem. They ask for help.

4. Why do the boys think the mayor will respond to their e-mail? |DC|

100 points = The boys think the mayor will respond to their e-mail because she claims to be someone who wants to hear what the people of the city have to say. They think she is someone who wants to make things right for the people. **90 points** = The boys think the mayor will respond to their e-mail because she claims to be someone who wants to hear what the people of the city have to say. **80 points** = She claims to be someone who wants to hear what the people of the city have to say.

- 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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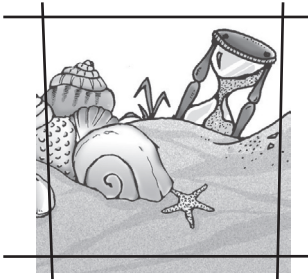
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss 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 it is important to be polite in an e-mail or letter to someone in government?</p> <p>Luis thinks they’ll have a response by tomorrow. Do you agree with him? 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**

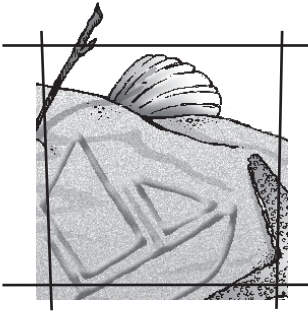
Timing Goal: 5 minutes

- 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-5

Page 28 or 34

- 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.



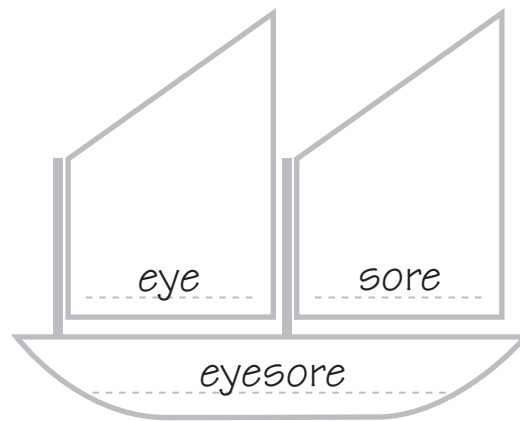
WORD POWER TP

Timing Goal: 10 minutes

th



- Remind students of the Word Power skill (compound words) and, if necessary, the Word Treasure clue Captain Read More uses (two big sails).
- Display the Word Treasure clue (a sailboat with two big sails).
- Use **Team Huddle** to have students identify the compound word in their vocabulary list and to question them about the two words that make up the word. Use **Random Reporter** to select students to share. Record their answers on the boat. *Eyesore = eye + sore.*



tps

- Remind students that we can use the meanings of the two words to help us figure out the meaning of the compound word. Use **Think-Pair-Share** to have students discuss the meaning. Randomly select a few students to share. *An eye is what you use to see. If something is sore, it hurts. An eyesore must be something that hurts your eyes to look at it.*
- Compare the meaning with the definition provided in the vocabulary chart (ugly sight, something terrible to look at) to further clarify students' understanding of the word.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-7

Skill Practice

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

1. foreshadow *fore + shadow; a shadow or hint of something before it happens*
2. guideline *guide + line; a line or rule that leads or guides you*

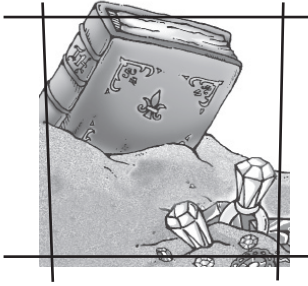
Building Meaning

access	technician	device	eyesore
potential	privileges	budget	initiative

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
4. The scientist invented a neat little device that would measure the temperature in two different places at once. *Device* means—
 - a. tool.
 - b. toy.
 - c. treat.
 - d. trail.

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

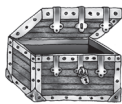
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review



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

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

How do the boys describe the vacant lot in their e-mail?

Listening Comprehension



- Read pages 36 and 37 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 36 and 37

Chapter 7

That night I told my mom all about what Luis and I had done. My mom was pretty impressed. “I didn’t know you even knew how to use a computer, Maurice,” she said as we sat down to a late dinner.

“Well, at first, Luis showed me how to use his account. Then, after we were done, it turned out they were able to start up my account early, so the technician came by, and he and Luis showed me how to access my very own account. I can’t wait until tomorrow, when there’s an e-mail waiting for me from the mayor!”

“What do you think Mayor Grisham will say, Ma?” Luis asked, filling his plate with the mashed potatoes he’d made when we had returned from the library.

“Hard to say, hard to say,” my mom said. “She claims to be really responsive to the people’s needs, but I know she’s also really busy. I mean, she is the mayor, after all.”

All of a sudden, I was worried. “You mean she might not respond?” I exclaimed. “But Luis, you said she would! You said she cared about what the residents of the city had to say!”

“Calm down, Maurice,” said my mom.

“Yeah, calm down,” Luis said. “I think what Mom means is that she’ll probably respond, but we can’t be sure what she’ll do about the vacant lot. Maybe she’ll think she has more pressing issues to deal with. I mean, like Mom says, she is the mayor after all.”

“What could be more important than getting rid of trash and pollution?” I demanded. I could tell I was acting unreasonably, but I felt like Luis had been getting my hopes up.

“Little man,” Luis said, trying to calm me down, “let’s just wait to see what happens, okay? But remember, no matter what happens, you’ve already taken part in the city’s government. My teacher, Mrs. Smith, says that there are some grown-ups in this city who don’t even vote! In fact, not even half of the residents of this city vote. But you’re still just a kid, and already you’re making your voice heard. You should be proud of that, little man, no matter what else happens.”

(continued on next page)

For some reason, that just didn't seem like enough. But I tend to follow my brother's advice, so as I sat there quietly eating my dinner, I decided I'd just wait to see what the mayor said.

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 boys talk to their mother. Their mother convinces Maurice not to get his hopes up. Maurice gets worried, but he decides to wait and see what happens. These are all important events from the story, so I'll add them to our chart. Write and display these events on the 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.

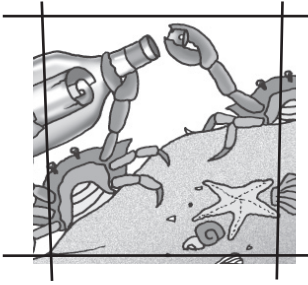
Preview Team Talk

- 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.

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Team Talk

1. Do you think Maurice's friends visit the library often? How can you tell? |DC|
2. What are the most-important events and ideas from page 38 of the story? Write a short summary of this passage using at least three important events. (Write-On) |SU|
3. According to the e-mail, what is the main reason why the mayor won't be able to help clean the lot? |CE|
4. How does the mayor's e-mail make Maurice feel? How can you tell? |CH|



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 38 aloud with partners.
page 39 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. Do you think Maurice's friends visit the library often? How can you tell? |DC|
100 points = No. *I don't think Maurice's friends visit the library often. I can tell because when Maurice invites Steve-o to come to the library, he says that he is finished with school for the day. The library is the last place he wants to go. I don't think Maurice's friends see the library as being a fun place to go.* **90 points** = No. *I don't think Maurice's friends visit the library often. When Maurice invites Steve-o to come to the library, he says that he is finished with school. I don't think they see the library as being a fun place.* **80 points** = No. *When Maurice invites Steve-o to come to the library, he says that he is finished with school.*

Team Talk *continued*

2. What are the most-important events and ideas from page 38 of the story?

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

(Write-On) |SU|

100 points = *Maurice goes to the library after school. He gets his library card from Ms. Jackson. He tells Ms. Jackson he is checking his e-mail. He is looking for a reply from the mayor.* **90 points** = *Maurice goes to the library. He gets his library card from Ms. Jackson. He tells her he is looking for a reply to an e-mail.* **80 points** = *Maurice goes to the library. He gets his library card. He is looking for a reply to an e-mail.*

3. According to the e-mail, what is the main reason why the mayor won't be able to help clean the lot? |CE|

100 points = *According to the e-mail, the main reason the mayor won't be able to help clean the lot is that she doesn't have the resources or money to help. The city's budget is limited.* **90 points** = *According to the e-mail, the main reason the mayor won't be able to help is that she doesn't have the resources to help.* **80 points** = *She doesn't have the resources to help.*

4. How does the mayor's e-mail make Maurice feel? How can you tell? |CH|

100 points = *The mayor's e-mail makes Maurice angry. He feels like he is getting the runaround. He says he is stunned. He leaves the library without saying good-bye to Ms. Jackson.* **90 points** = *The mayor's e-mail makes Maurice angry. He leaves the library without saying good-bye.* **80 points** = *It makes him angry. He leaves without saying good-bye.*

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

Class Discussion **TP**



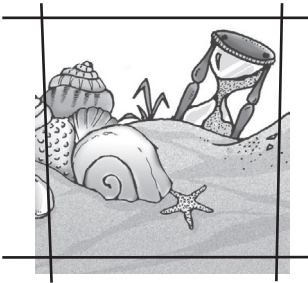
Strategy-Use Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle; text-align: center;">Team Talk Extenders</td> <td> <p>Do you think the mayor’s response to the boys’ e-mail was fair? Why or why not?</p> <p>Steve-o seems to think going to the library is like having more school. Do you think his opinion is valid? Why or why not?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Do you think the mayor’s response to the boys’ e-mail was fair? Why or why not?</p> <p>Steve-o seems to think going to the library is like having more school. Do you think his opinion is valid? Why or why not?</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

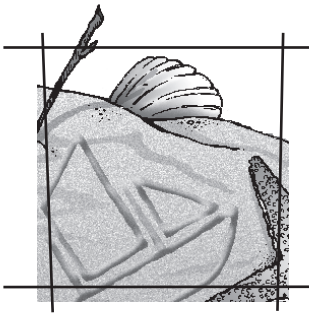
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

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Page 28, 34, or 38

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

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Remind students of the Word Power skill (compound words).
- Use **Think-Pair-Share** to have students identify why it is useful to learn compound words. Randomly select a few students to share. *Compound words are made up of two different words. Understanding the meaning of each word helps us define the meaning of the compound word.*

Preparation: Display the Word Power Challenge.

Word Power Challenge

crossroad

sideline

th



- Direct students' attention to the Word Power Challenge. Have students work in **Team Huddle** to read the words and give a meaning for each word. If necessary, have students use the sail clues and identify the two words in the compound word. Use **Random Reporter** to check pronunciations and meanings. Crossroad = cross + road, *means a road that cuts across or two roads that make a cross*; sideline = side + line, *a line or marker for the edge of the field*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

- cupcake *cup + cake; a small cake the size of a cup*
- volleyball *volley + ball; a ball you volley or throw at one another*

Building Meaning

access	technician	device	eyesore
potential	privileges	budget	initiative

- 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.*

- Choose the word that best fits in the blank.

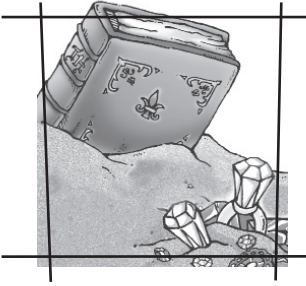
Wilmina was hired as a technician who would fix computers and other machines for the company.

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

Team Celebration Points

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

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

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

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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



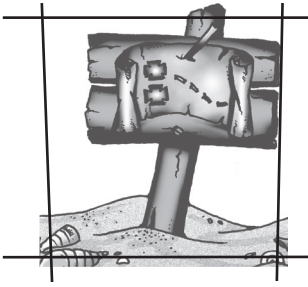
In yesterday's reading, Maurice didn't get the answer he wanted from the mayor. Today we will find out more about how he feels about the mayor's response.

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

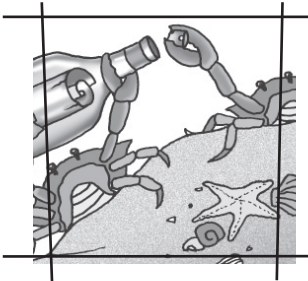
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #5 asks about summarizing.
- Ask students to underline key words or phrases in question #5.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

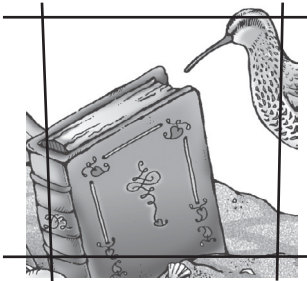
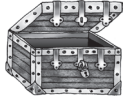
Team Discussion **TP**

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

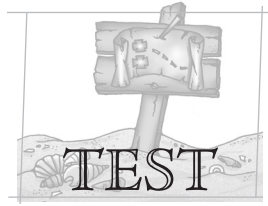


BOOK CLUB

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 40 and 41 of *Me, My Friends, and the Mayor*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. How can you tell Maurice and Luis get along? |DC|

20 points = *I can tell that Maurice and Luis get along because Luis is willing to talk to Maurice and help him with his problem. Maurice says that they get along better than his friend Steve-o and his brother. 15 points* = *I can tell that Maurice and Luis get along because Luis is willing to talk to Maurice and help him with his problem. 10 points* = *Luis helps Maurice with his problem.*

10 points

2. Which of the following best describes the tone of the boys' e-mail to the mayor? |LT|
- angry
 - rude
 - polite
 - impatient

20 points

3. Why does the mayor say she can't help the boys? |CE|

20 points = *The mayor says she can't help the boys because the city doesn't have enough money or resources to clean up the lot. The city's budget is too tight. 15 points* = *The mayor says she can't help the boys because the city doesn't have enough money or resources. 10 points* = *The city doesn't have enough money to do it.*

10 points

4. How do Maurice's actions during his walk home show that he's upset? |CH|
- He stomps his feet and balls his fists.
 - He walks with his head high and proud.
 - He walks slowly and kicks pebbles.
 - He skips and cheers down the street.

20 points

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

20 points = Maurice is upset about the mayor's response to his idea about cleaning up the park. He talks to his mom about what the mayor said. She reminds Maurice that it takes a lot of time, money, and people to do big projects, and the city might not have them to spare. Maurice wonders if the mayor would help if the job wasn't as big. He gets an idea and needs to make some phone calls. **15 points** = Maurice is upset about the mayor's response to his idea about cleaning up the park. His mom reminds him that it takes a lot of time, money, and people to do big projects. Maurice wonders if the mayor would help if the job wasn't as big. **10 points** = Maurice is upset about the mayor's response to his idea. His mom says it takes a lot of resources to do big projects. Maurice wonders if he could make the project smaller.

20 points

6. Make a prediction about what you think Maurice's big idea might be. Support your prediction. |PR|

20 points = I think Maurice's big idea might be to start cleaning the vacant lot himself. He learns from his mom that the city might not have enough manpower to do a big job like cleaning the vacant lot. He asks, "What if it wasn't such a big deal?" I think he wants to start cleaning the lot so it won't be as big a job for the city to finish. **15 points** = I think Maurice's big idea might be to start cleaning the vacant lot himself. He learns that the city might not have enough manpower to do a big job. He asks, "What if it wasn't such a big deal?" **10 points** = I think Maurice's big idea might be to start cleaning the vacant lot himself. He asks, "What if it wasn't such a big deal?"

Word Power

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

Skill Questions

Write each compound word on your paper. Write the two words that make up the compound word, and then write a definition for each word.

5 points

1. password *pass + word; a word that lets you get past something*

5 points

2. handwriting *hand + writing; writing that is done by hand*

5 points

3. storeroom *store + room; a room or place where things are kept*

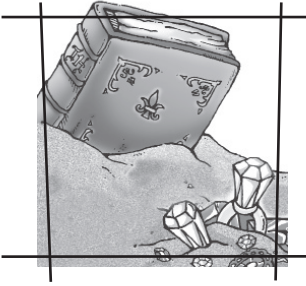
5 points

4. necktie *neck + tie; a tie that goes around your neck*

Building Meaning

access	technician	device	eyesore
potential	privileges	budget	initiative

- 10 points** 5. Write a meaningful sentence for the word *budget*.
- 10 points** = *Our budget for decorating the gym for the dance was small, so we had to figure out how to make a lot of our own decorations.* **5 points** = *Our budget for decorating the gym for the dance was small, so we made our own decorations.* **1 point** = *Our budget was small, so we made our own decorations.*
- 10 points** 6. We ought to thank Clancy for his *initiative* in starting the program to keep the schoolyard clean.
- 10 points** 7. Kara was working on a device that would make cooking rice easier and faster. *Device* means—
- a. train.
 - b. toy.
 - c. tool.
 - d. trick.
- 10 points** 8. The workers fought for better *privileges*, such as more vacation days and higher wages.
- 10 points** 9. Going to the mall, watching a movie, or playing football were all potential things we could do with our upcoming day off. *Potential* means—
- a. daring.
 - b. boring.
 - c. poor.
 - d. possible.
- 10 points** 10. John waited for the *technician* to come and look at his broken computer screen.
- 10 points** 11. The city council agreed that the ugly statue was an eyesore that should be removed. *Eyesore* means—
- a. ugly sight.
 - b. pest.
 - c. annoyance.
 - d. beautiful object.
- 10 points** 12. You can access the secret room if you know the pass code and type it in the keypad.

**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 *Me, My Friends, and the Mayor*. 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.

Sleeping Beauty

Long ago, in a kingdom far away, there were a king and queen who longed for a child. They prayed, wished, and made pilgrimages in their efforts to have a child. After a long wait, they finally gave birth to a daughter.

Wanting the very best for their princess, they asked the seven known fairies in the kingdom to be her godmothers and to watch over her. The fairies arrived at the castle for a feast; however there was an eighth fairy, an old and bitter spirit, who showed up uninvited.

As six of the fairies bestowed their gifts upon the child, the seventh heard the bitter old fairy muttering to herself. Afraid that the old fairy would do mischief, the seventh fairy decided to wait before giving the child her gift.

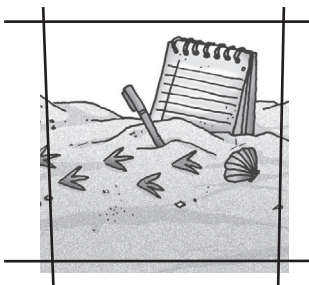
When it was the old fairy's turn to give the child a gift, she cried out, "The child will grow in grace and beauty as the other fairies have said, but upon her eighteenth birthday, she will prick her finger upon the spindle of a spinning wheel and die from the wound!"

Everyone at the feast cried out in horror and attempted to stop the old fairy, but she disappeared. The seventh fairy spoke up and tried to stop everyone's fears for the child.

"I have yet to give the princess my gift! I cannot break her curse, but I can change it. Instead of dying from her wound, the princess will only fall into a deep, ageless sleep. She will be awakened with a kiss after 100 years."



- Tell students to work in their groups to tell the most-important events in the excerpt from *Sleeping Beauty*. Use **Random Reporter** to share responses. *A king and queen wait a long time to give birth to a child. They invite the fairies in the kingdom to give the baby gifts. An old bitter fairy curses the baby and says she will die after pricking her finger. The last fairy changes the curse so the child will only sleep when she pricks her finger.*
- Tell students that they will choose a familiar story to summarize for children younger than them. Tell students that 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: *Sleeping Beauty*

Characters:
king
queen
princess
old fairy
seventh fairy

Setting:

Where:

When:

Problem:
The princess has been cursed to prick her finger on the spindle of the spinning wheel.

Event: *The king and queen have a hard time having a child.*

Event: *When the princess is born, they invite the kingdom's fairies to give her gifts.*

Event: *An old bitter fairy who was not invited curses the princess.*

Event: *The seventh fairy changes the curse.*

Event:

Solution:
The princess will not die when she pricks her finger, but she will fall into a deep sleep and be awakened by a prince.

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**
- Remind students that their summary stories should make sense when they tell them.

Remember that as you are telling your summary story to a young child, the story has to make sense. Do not leave out important details in your story. Leaving out important details will make your story sound like it is skipping around too much. Think about how you would feel if you were listening to someone tell a story that did not make sense. You would probably lose interest or interrupt the storyteller with a lot of questions!

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

Blackline master provided.

Sleeping Beauty

Long ago, a king and a queen had to wait a very long time before they could have their first child. An old fairy said the princess would prick her finger on the spindle of a spinning wheel and die. One of the good fairies had not yet given her gift, so she changed the curse. She said the princess would fall into a deep, ageless sleep instead of dying.



- Use **Team Huddle** to have students identify whether this summary contains all the important events so it makes sense. Have students identify what information is missing. Use **Random Reporter** to select students to share. *No. It is missing information about inviting the fairies to visit the princess and give her gifts. It does not mention that the old fairy was not invited.*
- Use **Team Huddle** to have students identify why this information is important. Use **Random Reporter** to select students to share. *This information is important because without it, a listener might wonder why an old fairy and a good fairy are with the princess. It is important to know that the king and queen invited seven good fairies to visit the princess and that an old, mean fairy showed up uninvited. These are important to the plot of the story.*
- Tell students to work with their partners and help them identify where their summaries might be missing important details.
- Point out that it is important to strike a balance and to make sure that too many unimportant details are not included in the summaries as well.
- 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

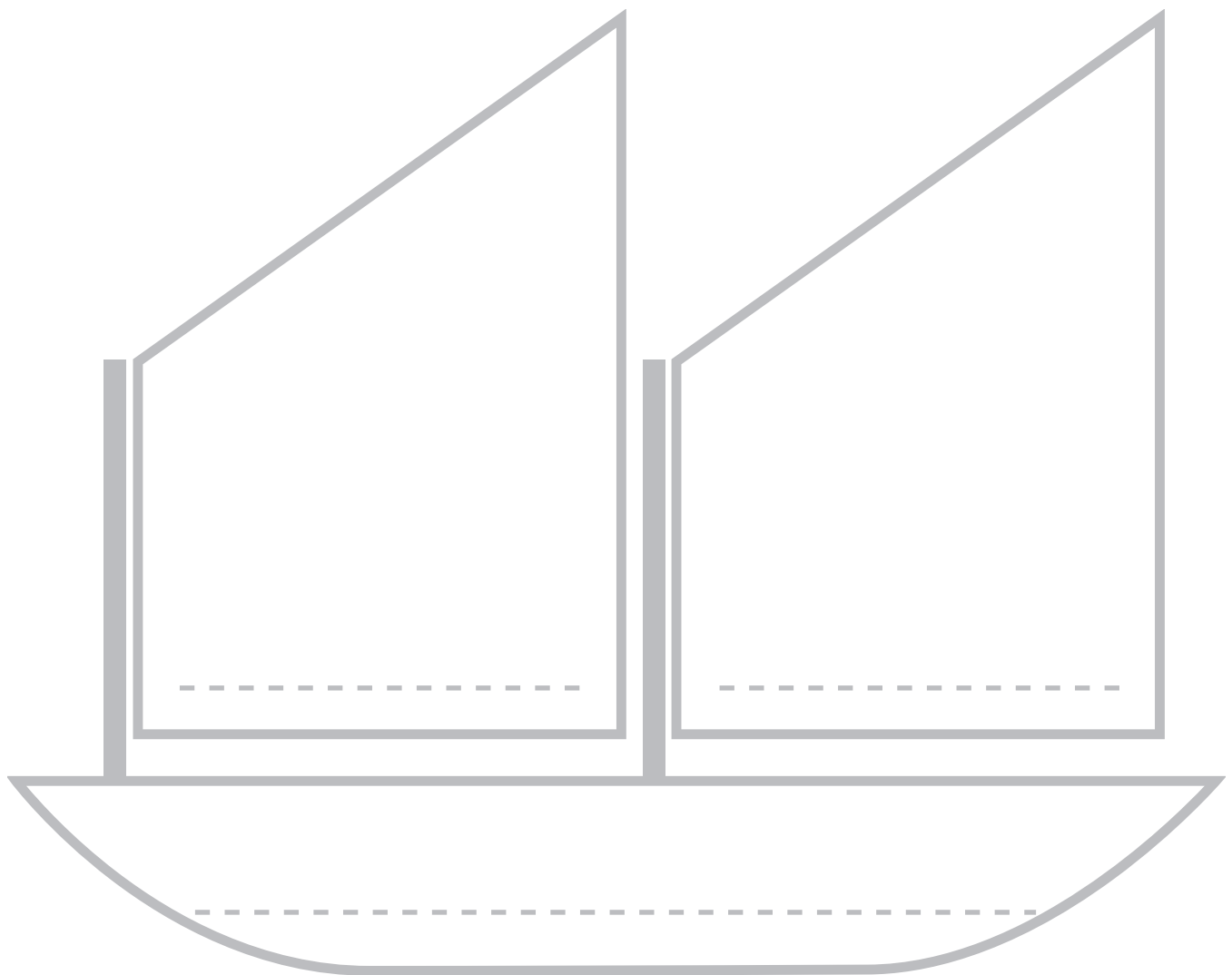
- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling 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?



Sleeping Beauty

Long ago, in a kingdom far away, there were a king and queen who longed for a child. They prayed, wished, and made pilgrimages in their efforts to have a child. After a long wait, they finally gave birth to a daughter.

Wanting the very best for their princess, they asked the seven known fairies in the kingdom to be her godmothers and to watch over her. The fairies arrived at the castle for a feast; however there was an eighth fairy, an old and bitter spirit, who showed up uninvited.

As six of the fairies bestowed their gifts upon the child, the seventh heard the bitter old fairy muttering to herself. Afraid that the old fairy would do mischief, the seventh fairy decided to wait before giving the child her gift.

When it was the old fairy's turn to give the child a gift, she cried out, "The child will grow in grace and beauty as the other fairies have said, but upon her eighteenth birthday, she will prick her finger upon the spindle of a spinning wheel and die from the wound!"

Everyone at the feast cried out in horror and attempted to stop the old fairy, but she disappeared. The seventh fairy spoke up and tried to stop everyone's fears for the child.

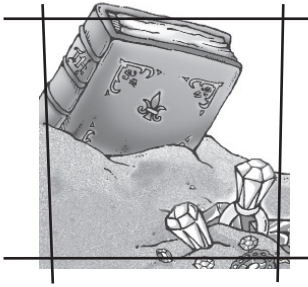
"I have yet to give the princess my gift! I cannot break her curse, but I can change it. Instead of dying from her wound, the princess will only fall into a deep, ageless sleep. She will be awakened with a kiss after 100 years."

Sleeping Beauty

Long ago, a king and a queen had to wait a very long time before they could have their first child. An old fairy said the princess would prick her finger on the spindle of a spinning wheel and die. One of the good fairies had not yet given her gift, so she changed the curse. She said the princess would fall into a deep, ageless sleep instead of dying.

CYCLE 2**Instructional Objectives**

	Reading	Word Power	Writing
	Summarizing (SU)	Dictionary skills	Write a summary blog entry.
CYCLE 2	Students will use story elements to help them identify the main events in the story. As they read, they will restate (retell) information with their partners. At the end of each section, students will identify the most-important events through discussion with their teammates.	Students will use dictionary entries to increase their understanding of words.	Students will pretend that they are Maurice and will write a blog entry that summarizes what happens after Maurice and his friends work to clean up the vacant lot.

**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 *Me, My Friends, and the Mayor* by Terrence 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-9
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
discarded page 45	base word + ending: discard + ed	thrown away	<i>Discarded</i> gum wrappers and soda cans littered the ground.
callous page 46	chunk: cal-lous	harsh, cruel, uncaring	The <i>callous</i> boy didn't care about other people's feelings.
substantial page 51	chunk: sub-stan-tial	noticeable, significant	After working for many hours, we made <i>substantial</i> progress on our project.
incredulously page 54	base word + ending: incredulous + ly	shockingly, unbelievably	"You're not wearing a coat out in this cold weather?" I asked Travis <i>incredulously</i> .
remnants page 59	base word + ending: remnant + s	leftover pieces	After we ate the whole thing, the crumbs were the only <i>remnants</i> of the tasty pie.
diligence page 59	chunk: dil-i-gence	nonstop hard work, perseverance, ability to keep going	It took a lot of <i>diligence</i> , but I kept working and working until I figured out the difficult math problem.

Word and Page Number	Identification Strategy	Definition	Sentence
scheduled page 59	base word + ending: schedul(e) + ed	made time for	Joe and Mary hadn't seen each other in a while, so they <i>scheduled</i> a meeting for the next day.
oversee page 59	compound word: over + see	lead, manage, control	The group realized they needed a leader to <i>oversee</i> the whole project.

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 use **Think-Pair-Share** to have students summarize the same movies or stories in only three or four sentences. Randomly select a few students to share. Point out that summaries can be of different lengths. Explain that each time you summarize, you decide how to restate the ideas in your own words, including the most-important information and leaving out the less-important details. Point out that what seems important often depends on the length of the summary.
- Display one of the class charts of important events from last cycle's reading. The following example is taken from the Listening Comprehension and Partner Reading passages from day 1.

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

Setting: a city

Main characters: Maurice Juarez and Steve Odekirk

There's a terrible, trash-filled vacant lot in the neighborhood.

Another main character: Luis, the older brother.

The brothers get along.

Luis wants to help Maurice with the vacant lot.

They will go to the library.



- 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 section of the story using this list of important ideas, I would see how some of these ideas are related. Let's see. First I can see that there are two listed ideas about main characters, so I could combine those ideas. I could combine that with the setting and the problem. I think the fifth and sixth ideas are related as well; one of the reasons Luis wants to help his brother is because they get along so well. I can also get rid of the last idea because that doesn't happen in this section of the story.

- 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 I can write all these ideas in a shorter way, in my own words. Write "Maurice and Luis Juarez live in a city near their friend Steve Odekirk. In their neighborhood is a trash-filled vacant lot. Luis and his brother get along really well, so Luis wants to help his brother fix the vacant lot problem." **By combining some of the important ideas and then rewriting them in a different, shorter way, I was able to write a summary of this section.**

- 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

- Review what has happened in the story so far. Remind students that Maurice sent an e-mail to the mayor asking for help with the vacant lot. Remind students why the mayor couldn't promise to help.
- Read pages 42 and 43 aloud, pausing briefly after each page to retell in your own words what has happened on that page. When you have finished, use a **Think Aloud** to model identifying and listing the most-important 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 42 and 43

Part II: The Plan

Chapter 10

It was a busy night. I was on the phone for what seemed like hours. I had a lot of phone calls to make. My first was to Steve-o. When I called his house, he picked up on the first ring.

"Hey, Steve-o," I said.

(continued on next page)

“Maurice! Long time no see! I’ve been walking through the vacant lot every day after school without you for, what, a week and a half?” he joked.

“Ha ha, very funny,” I said. Then I got down to business. The next day was a Saturday. “Listen, what are you doing tomorrow?” I asked him.

“Nothin’, why?” he asked.

“Because I need your help. I’m going to clean up that vacant lot, and I can’t do it on my own,” I told him.

“Why on earth would I want to help you clean up a vacant lot on a Saturday? It’s the weekend, man! I don’t want to work on the weekend! It’s bad enough that Mr. Torrance gave us so much homework this weekend.”

Steve-o had a good point. How was I going to convince him to help me? I mean, I was asking him to give up his Saturday to do some hard work. But I really needed his help. Then I thought of something. So I said, “Listen, Steve-o. You know how you’ve been talking about Tally, from our class, and how you’d like to impress her?” Tally sat two rows in front of me and Steve-o, and I thought Steve-o kind of liked her.

“Yeah?” he said.

“Well, what if I could get her to join us? You could show off how strong you are, hauling big bags of trash around.”

Steve-o thought for a minute. Then he sighed and said, “You drive a hard bargain, Juarez. But okay.” I thanked him and told him to meet me at my house at ten o’clock in the morning. I told him to bring trash bags. Then I called up another friend of ours, a girl named Monica.

When she answered I said, “Monica? Hi, this is Maurice.” Then I explained why I was calling her. Monica and I had been in the same class for quite a few years, so she was willing to help me out. She was also friends with Tally, so I asked Monica if she would get Tally to help us as well. Monica promised that she would. Before she hung up, I asked her for one last favor. Monica’s father, Mr. Montgomery, sometimes used his pickup truck to haul things for people on the weekend. “You think your dad could help us out?” I asked. She said she didn’t think that would be a problem either. So I told Monica that she and Tally should meet us at 10:15 a.m. at the vacant lot. Her dad would meet us there at three o’clock.

“See you there!” she said. Things were beginning to come together.

Now that I’ve restated what I have read, I’ll think about the most-important information that I will leave in and the less-important information that I can leave out. I’ll use the story elements on my Summarizing Strategy Card as a guide. Maurice has a plan to clean up the vacant lot himself. That’s important because it’s a possible solution to the problem, so I’ll write that down. He calls his friends to help him. That’s also important, so I’ll write that down. His friend Monica’s dad has a pick-up truck that they can use. I think that’s important too, so I’ll write it down. These are all important ideas.

- 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 on the important information. In this section, thinking about how the main characters are dealing with the main problem helped me. I'm also writing these ideas down in my own words. I left out some information that, although interesting, didn't tell me about important events. For example, I left out the idea that Steve-o wouldn't help unless Tally helped also. I don't think that's really important to the plot. I'm trying to list what I think the author would want me to remember most about what's happening in the story.

Preview Team Talk

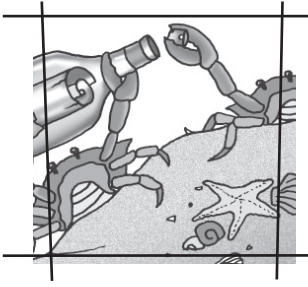
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-10

Team Talk

1. How can you tell that cleaning the lot is interesting and fun? Give examples. |DC|
2. What is the effect of the kids' hard work? |CE|
3. At the end of the day, the kids are— |CH|
 - a. proud of their work.
 - b. disappointed in themselves.
 - c. ready to clean some more.
 - d. clean and refreshed.
4. Use at least four important events from the story to write a summary of pages 45–47. (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 45 aloud with partners.
pages 46 and 47 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. How can you tell that cleaning the lot is interesting and fun? Give examples. |DC|
100 points = *I can tell that cleaning the lot is interesting and fun because the kids have fun playing with some of the things they find. They pretend that they are gladiators with trash can lids and sticks. Tally makes up stories about some of the things she finds while cleaning.* **90 points =** *I can tell that cleaning the lot is interesting and fun because the kids have fun playing with some of the things they find. They pretend that they are gladiators with trash can lids and sticks.* **80 points =** *The kids have fun playing with some of the things they find. They pretend they are gladiators.*
2. What is the effect of the kids' hard work? |CE|
100 points = *The effect of the kids' hard work is that the vacant lot doesn't look quite the same anymore. They clean a lot out of it. They fill twenty bags with trash.* **90 points =** *The effect of the kids' hard work is that the vacant lot doesn't look quite the same anymore. They clean a lot out of it.* **80 points =** *The vacant lot doesn't look quite the same anymore.*

Team Talk *continued*

3. At the end of the day, the kids are— ICH
 - a. *proud of their work.*
 - b. *disappointed in themselves.*
 - c. *ready to clean some more.*
 - d. *clean and refreshed.*

4. Use at least four important events from the story to write a summary of pages 45–47. (Write-On) ISU

100 points = *Maurice, Steve-o, Monica, and Tally begin cleaning the vacant lot. They have some fun while cleaning the lot. They take a break for lunch. Then Mr. Montgomery comes with his truck to haul away the trash they collect. They fill twenty bags with trash.* **90 points** = *Maurice, Steve-o, Monica, and Tally begin cleaning. They have some fun. They take a break for lunch. Mr. Montgomery comes to haul away the twenty bags of trash they collect.* **80 points** = *The kids begin cleaning. They have some fun and take a break for lunch. Mr. Montgomery hauls away the twenty bags of trash they collect.*

- 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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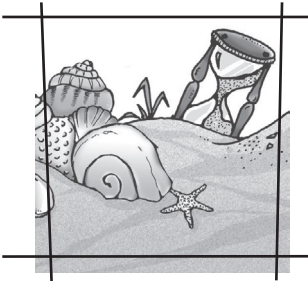
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
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Team Talk Extenders	<p>The kids have fun together, even though the work they are doing is hard. What are some other ways to make hard work fun?</p> <p>Cleaning the lot has been hard work, but the kids are proud. Have you ever felt similar to them about something big you accomplished? Describe your experience.</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 to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppy, and finally without expression to show a lack of fluency skills.

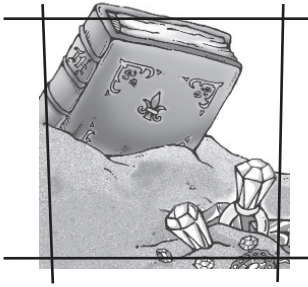
Page 45

- 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

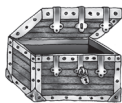
Team Cooperation Goal

- 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 do the kids make their work fun?

Listening Comprehension



- Read pages 48 and 49 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 48 and 49

Chapter 12

As it turns out, we weren't the only people invited over to Monica's house for dinner. Monica's parents had invited my brother, my mom, Tally's parents, and Steve-o's dad as well. When we got to Monica's house, they were all waiting for us.

"Here come the urban saviors!" shouted my brother when we all walked into the house. Everybody clapped and cheered for the four of us, and, well, we all felt pretty good. We retold stories about all the fun we'd had that day. Tally and I mimicked how Steve-o and Monica had acted when they had pretended to be gladiators. Everyone laughed. Tally joked about what a chivalrous gentleman Steve-o had been when he'd insisted that the girls eat lunch first.

"Yeah, that Steve-o, what a gentleman," I said, rolling my eyes. Everyone laughed again. We all had a good time.

Later, when my mom, Luis, and I were walking home, I started thinking about something.

"What's on your mind, little man?" asked my brother.

"Well, I was just thinking," I said. "I'm still confused. I mean, in only a few hours, just four kids made quite a difference in that vacant lot. I mean, it was hard work, but it was kind of fun. And I don't understand what the mayor was saying about 'budgets' and 'resources.' This project didn't take any time at all, and it was really cheap. All it cost was the price of some trash bags. How hard could this be?"

My mother softly giggled as we walked. "You know, Maurice, you're right. Sometimes all it takes is a little hard work. Adults sometimes make things so complicated. But like I said, you should be very, very proud of yourself. You've taken two of the most important steps when it comes to getting involved. First, you made your concerns known to the people who get paid to listen to you. Then, when that didn't work to your satisfaction, you took matters into your own hands. That's sometimes how things get done."

(continued on next page)

I felt my face get red. “Oh, well, it wasn’t really much. I did it for the community, for the neighborhood.”

“Well, I’ll tell you what, little man,” said my brother. “When you’re old enough and it’s time for you to run for mayor, I’ll be sure to vote for you.”

My mother and I laughed. Then I said, “I’m not letting this current mayor off that easily. I’m going to e-mail her tomorrow.”

“You do that,” my mom said.

A few 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. I know that it’s important that the kids celebrate their hard work with a pizza party, so I’ll include that information. I think it’s important that the kids’ families are proud of them, so I’ll include that as well. I also think it’s important that Maurice plans to e-mail the mayor again because that will probably make the story more interesting. So I’ll include that as well.

- 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 on the important information. In this section, thinking about how the main characters are dealing with the main problem helped me. I’m also writing these ideas down in my own words. I left out some information that, although interesting, didn’t tell me about important events. For example, I left out the idea that Luis says he will vote for Maurice when Maurice runs for mayor. I don’t think that’s really important to the plot. I’m trying to list what I think the author would want me to remember most about what’s happening in the story.

Preview Team Talk

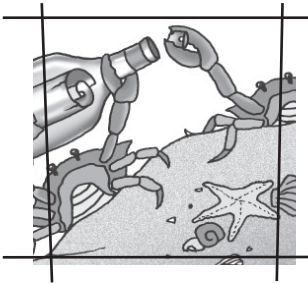
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-10

Team Talk

1. What is the main point of Maurice's e-mail to the mayor? |DC|
2. How does Maurice feel when he finishes writing his e-mail? |CH|
 - a. relieved
 - b. worried
 - c. proud
 - d. angry
3. Use at least four important events from the story to write a summary of pages 50 and 51. (Write-On) |SU|
4. How do you think the mayor will respond to Maurice's e-mail this time? Why? |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 50 aloud with partners.
page 51 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. What is the main point of Maurice's e-mail to the mayor? |DC|

100 points = *The main point of Maurice's e-mail to the mayor is that he thinks the mayor should be able to finish the job that he and his friends started. He wants the mayor to know that it will take fewer people and less money to clean the lot now.* **90 points** = *The main point of Maurice's e-mail to the mayor is that he thinks the mayor should be able to finish the job that he and his friends started.* **80 points** = *He thinks the mayor should be able to finish the job that he and his friends started.*

2. How does Maurice feel when he finishes writing his e-mail? |CH|

- a. relieved
- b. worried
- c. proud
- d. angry

3. Use at least four important events from the story to write a summary of pages 50 and 51. (Write-On) |SU|

100 points = *Maurice goes to the library at lunchtime. He thinks long and hard about what he wants to say in a new e-mail to the mayor. He rewrites his e-mail several times. He tells the mayor about the work he and his friends did. He asks if the mayor could help with the lot now. He sends the e-mail.* **90 points** = *Maurice goes to the library. He thinks about what he wants to say in a new e-mail. He rewrites it several times. He tells the mayor about the work they did and asks if the mayor could help now. He sends it.* **80 points** = *Maurice goes to the library to write a new e-mail. He tells the mayor about the work they did and asks if the mayor could help. He sends it.*

4. How do you think the mayor will respond to Maurice's e-mail this time? Why? |PR|

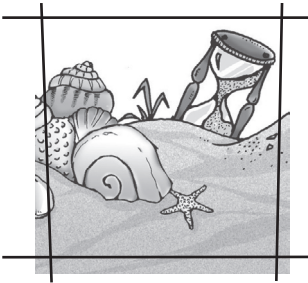
100 points = *I think the mayor will tell Maurice that she'll have the city workers finish the cleanup job. Maurice and his friends have done a lot of the work, so it won't take much more work to finish.* **90 points** = *I think the mayor will tell Maurice that she'll have the city workers finish the cleanup job. It won't take much more work to finish.* **80 points** = *She'll have the city workers finish the cleanup job.*

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

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
<p>Team Talk Extenders</p>	<p>Maurice is really proud of himself for e-mailing the mayor and taking charge of the cleanup himself. Do you think he’s right to feel this way? Why or why not?</p> <p>How do you think Maurice will feel if his second e-mail still doesn’t convince the mayor to help clean up the vacant lot? Why?</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

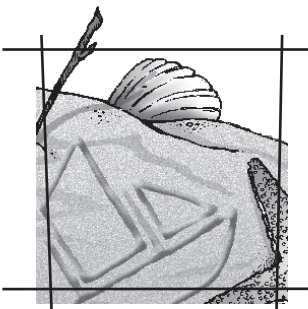
Timing Goal: 5 minutes

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

Student Edition, page S-9

Page 51

- 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.

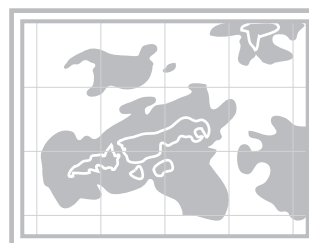


WORD POWER **TP**

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.





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

Word Treasure

The dictionary provides information about words.

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

Preparation: Display the following sentences.

- Have students consider the following sentences.

1. I will refuse to eat my vegetables at dinner.
2. Throw that old junk out in the refuse pile to be taken by the trash men.

- Tell students that you can clarify the meanings by using the dictionary.
- Show the dictionary entry for *refuse*.

Blackline master provided.

refuse

v. **1** to decline to accept (something offered). **2** to decline to give (a request). —*n.* **3** trash, something to be discarded.

- Use **Think-Pair-Share** to have students identify which definition goes with which sentence. Randomly select a few students to share. *Definition #1 applies to the first sentence, and definition #3 applies to the second sentence.*
- Summarize by reminding students to use the dictionary when they are confused about words because many words have different meanings, and some meanings are unrelated to other meanings.
- 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-10 and S-11

Skill Practice

Use the dictionary entry to answer the following question.

phase
n. **1** a stage in a process of change or development. **2** the particular appearance presented by the moon at a given time. —*v.* **3** to introduce, one stage at a time.

Which dictionary entry gives the best definition for *phase* as it is used in the following sentences?

1. It takes the moon about twenty-eight days to go through its phases.
Entry #2.
2. Evan is going through a phase where he wants to suck his thumb.
Entry #1.

Building Meaning

discarded	callous	substantial	incredulously
remnants	diligence	scheduled	oversee

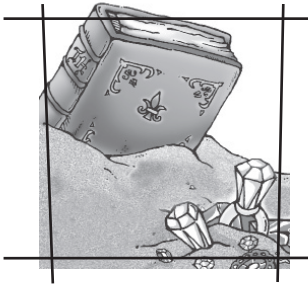
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*
4. It was going to take a lot of diligence to stay focused and keep going when the football game went into overtime. *Diligence* means—
 - a. movement.
 - b. ease.
 - c. intelligence.
 - d. perseverance.



- 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

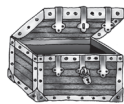
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 Maurice think the mayor will help this time?

Listening Comprehension



- Read pages 52 and 53 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 52 and 53

Chapter 14

The next day Steve-o and I walked to school together. We still had to walk through the vacant lot, but it was a lot better. Now, it wasn't at all perfect; there was still a lot of trash strewn about, mostly objects that had been too large for the four of us to move. Still, it wasn't as bad as it had been, and I told Steve-o that I thought so.

He agreed. "It even smells better, I think," he said.

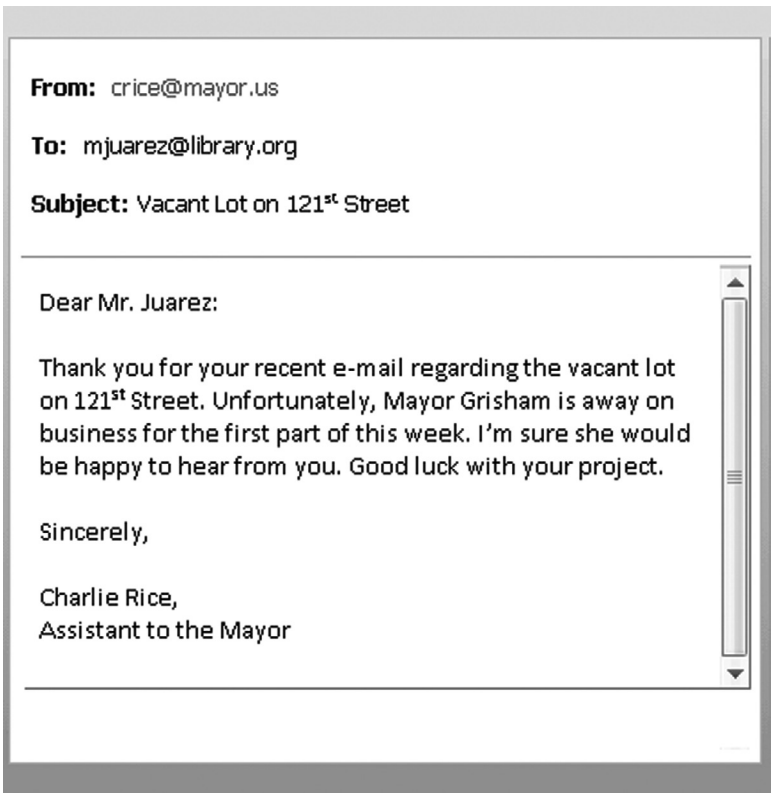
During school that day, Mr. Torrance mentioned that he had heard what Steve-o, Monica, Tally, and I had done over the weekend. "I just wanted to mention," he said to the class, "that four of our classmates did something very special. They took the desire to solve a problem into their own hands. They worked on Saturday to clean up a trash-filled vacant lot in our neighborhood. They proved that they are great citizens. Here's to Steve-o, Tally, Monica, and Maurice!"

The class clapped and cheered. Even though I'd cleaned up the vacant lot to help the neighborhood, I have to admit that it felt pretty good to receive recognition for it. After school, I decided to go back to the library to see if Mayor Grisham had responded to my last e-mail.

"Back again, are we?" asked Ms. Jackson. "You're becoming quite the patron!"

"Just checking my e-mail again, Ms. Jackson!" I said as I logged on to the computer. And sure enough, there was an e-mail from the mayor's office. But it wasn't from the mayor.

(continued on next page)



From: crice@mayor.us

To: mjuarez@library.org

Subject: Vacant Lot on 121st Street

Dear Mr. Juarez:

Thank you for your recent e-mail regarding the vacant lot on 121st Street. Unfortunately, Mayor Grisham is away on business for the first part of this week. I'm sure she would be happy to hear from you. Good luck with your project.

Sincerely,

Charlie Rice,
Assistant to the Mayor

What? What was this? My friends and I had worked so hard. I really wanted the mayor to understand how easy it would be for her city workers to finish the job. And now I couldn't even get through to her. I'd almost had enough with this mayor. Like before, I logged off the computer and walked out of the library without saying good-bye to Ms. Jackson.

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: "Mr. Torrance talks about what the kids did, and the class cheers." "Maurice gets an e-mail from the mayor's assistant." "The e-mail doesn't really say much." "The e-mail makes Maurice angry." 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.

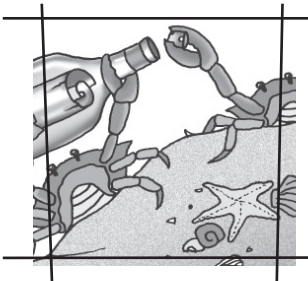
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #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-11

Team Talk

1. How is the second day of cleanup the same as the first day? How is it different? |CC|
2. Do you think Maurice has good friends? Why or why not? |DC|
3. Use at least four important events from the story to write a summary of pages 54 and 55. (Write-On) |SU|
4. What do you think will happen next in the story? Why? |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 54 aloud with partners.
page 55 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

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

Team Talk

1. How is the second day of cleanup the same as the first day? How is it different? |CC|

100 points = *The second day of cleanup is the same as the first day because the four kids still have fun cleaning up the lot. It is different because the kids have run out of things they can clean. The rest of the trash is too big for them to move.* **90 points** = *The second day of cleanup is the same as the first day because the four kids still have fun. It is different because the kids have run out of things they can clean.* **80 points** = *It's the same because they still have fun. Now they have run out of things to clean.*
2. Do you think Maurice has good friends? Why or why not? |DC|

100 points = *Yes. I think Maurice has good friends. They are willing to work very hard to help him clean the vacant lot. Steve-o helps him even though he wants to have fun doing other things on the weekend.* **90 points** = *Yes. I think Maurice has good friends. They are willing to work very hard to help him clean the vacant lot.* **80 points** = *Yes. They are willing to work hard to help him.*
3. Use at least four important events from the story to write a summary of pages 54 and 55. (Write-On) |SU|

100 points = *The mayor's office still will not help Maurice. He gets Steve-o, Monica, and Tally together to help him clean the lot again after he talks to Luis. The kids clean up even more trash. They clean up all the trash they can carry. Luis shows up at the lot with a digital camera.* **90 points** = *The mayor's office still will not help. He gets Steve-o, Monica, and Tally together to help him clean again. They clean up all the trash they can carry. Luis brings a digital camera to the lot.* **80 points** = *The mayor still won't help. The kids get together to clean again. They clean all the trash they can. Luis brings a digital camera.*
4. What do you think will happen next in the story? Why? |PR|

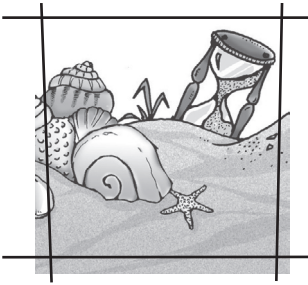
100 points = *I think Luis will use the digital camera to take pictures of the lot now that the kids have really cleaned it up. I think he will send the pictures to the mayor to show her how hard Maurice and his friends have been working. I know you can e-mail digital pictures easily.* **90 points** = *I think Luis will use the digital camera to take pictures of the lot now that the kids have really cleaned it up and send them to the mayor. I know you can e-mail digital pictures.* **80 points** = *Luis will use the digital camera to take pictures of the lot and send them to the mayor.*

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

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
<p>Team Talk Extenders</p>	<p>Maurice is really frustrated by Mr. Rice’s e-mail. Should he be? Why or why not?</p> <p>What do you think of Maurice’s willingness to clean the lot some more? Do you think this will turn out to be a good idea? Why or why not?</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

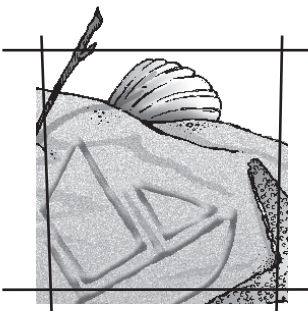
Timing Goal: 5 minutes

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

Student Edition, page S-9

Page 51 or 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 (dictionary skills) and, if necessary, the Word Treasure clue that Captain Read More uses (a map).
- Refer students to the definitions in their vocabulary list. Point out that there is more information about these words in a dictionary.

- Show the dictionary entry for *callous*.

Blackline master provided.

callous

adj. **1** made hard, hardened. **2** insensitive or unsympathetic. (*The prison guards were callous to the complaints about prison food.*) **3** having a callus or skin made hard by friction. —*v.* **4** to make or become hard.



- Refer students to the dictionary definition of *callous*. Point out that the dictionary entry contains four definitions that have various shades of meaning.
- Use **Think-Pair-Share** to have students identify which definition entry matches the definition of *callous* in their vocabulary list. Randomly select a few students to share. *Entry #2.*
- Have students read the sample sentence in the dictionary entry for *callous*.
- 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-11

Skill Practice

Use the dictionary entry to answer the following question.

chum

n. **1** a close companion, friend. **2** cut or ground bait dumped into water to attract fish to an area. —*v.* **3** to associate closely or pal around with. **4** to lure fish with chum.

Which dictionary entry gives the best definition for *chum* as it is used in the following sentences?

1. Sammy enjoyed chumming around with his friends on Saturday afternoons.
Entry #3.
2. The wise old fisherman used chum to attract all the fish in the lake to his boat.
Entry #2.

Building Meaning			
discarded	callous	substantial	incredulously
remnants	diligence	scheduled	oversee

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.*

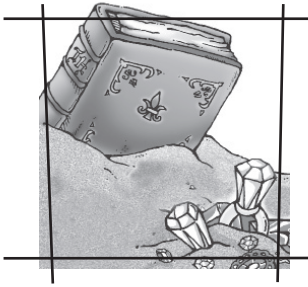
4. Many people think Billy is really callous, but I know that deep down he is kind and generous. *Callous* means—

- pleasant.
- uncaring.
- strong.
- weak.



- 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.

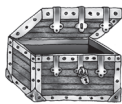
Set the Stage



- 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.

Do Maurice and his friends have fun the second time they clean the lot?

Listening Comprehension



- Read pages 56 and 57 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 56 and 57

Chapter 16

“Cool! A digital camera!” I said.

“I’ve heard of these things before,” said Steve-o.

“Where’d you get it?” I asked. He said that he’d borrowed it from his school’s journalism department. When he’d told the journalism teacher what he was going to do with it, the teacher had been more than willing to lend it to him.

“What are you going to do with it?” asked Tally.

“Well,” said Luis, “I’m going to take some pictures with it and send them to the mayor. Instead of just *telling* her how much you guys have been working, I’m going to *show* her. Then we’ll see what kind of response we get.”

“Cool!” we all said. Luis spent about ten minutes walking around taking digital pictures. He took pictures from all sides of the vacant lot, making sure he shot all the corners.

When he finished, he asked, “Now, who wants to go with me to the library and e-mail these to the mayor?” Monica, Tally, and Steve-o all said that they didn’t need to come.

“Just make sure that you include our names in that e-mail!”

“Thanks guys, and I sure will!” I said. The rest of the crew went home, and Luis and I went to the library.

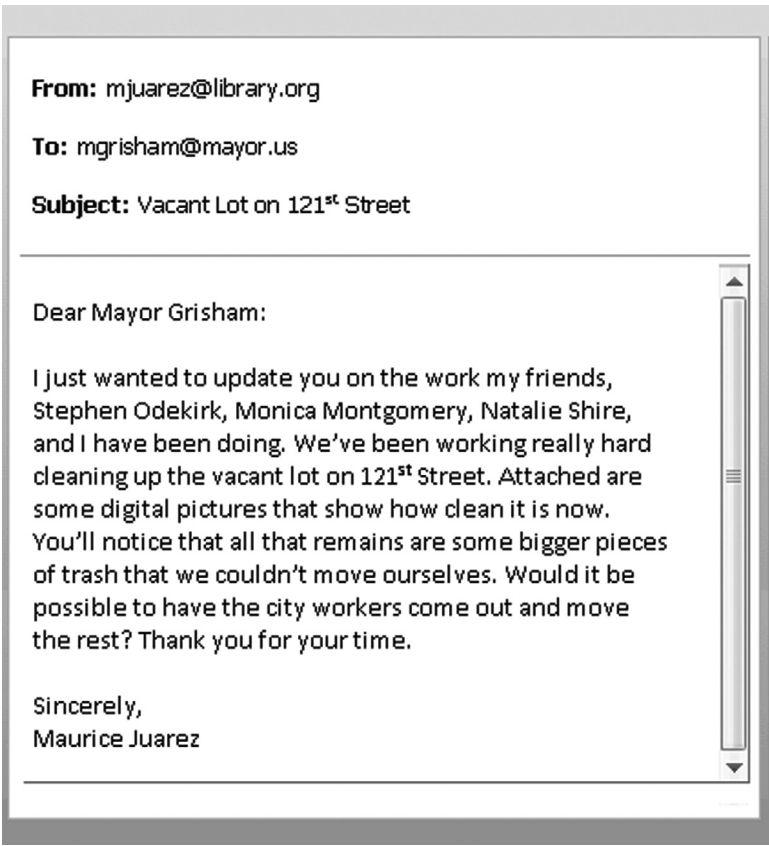
When we walked in, there was Ms. Jackson again, sitting at the information desk. “Ah, my favorite patrons, the Juarez brothers,” she said with a smile. “More e-mailing, I presume?”

“That’s right, Ms. J.!” Luis said with a smile.

“Well, go to it boys!” she said. We walked over to the computers and logged on.

“You’ve done all the work, so let’s send this from your e-mail,” Luis said. “I’ll show you how to attach the pictures to the e-mail.” We logged on to my e-mail account and composed a letter. Luis helped me write it.

(continued on next page)



From: mjuarez@library.org

To: mgrisham@mayor.us

Subject: Vacant Lot on 121st Street

Dear Mayor Grisham:

I just wanted to update you on the work my friends, Stephen Odekirk, Monica Montgomery, Natalie Shire, and I have been doing. We've been working really hard cleaning up the vacant lot on 121st Street. Attached are some digital pictures that show how clean it is now. You'll notice that all that remains are some bigger pieces of trash that we couldn't move ourselves. Would it be possible to have the city workers come out and move the rest? Thank you for your time.

Sincerely,
Maurice Juarez

Before we pressed **SEND**, Luis showed me how to plug the digital camera into the computer and attach the pictures from the camera to the e-mail. "That's called uploading," Luis said.

"Cool!" I replied. "The mayor ought to be impressed now."

"I think she will be," Luis said.

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 the back of my Summarizing Strategy Card as a guide. I think the most-important ideas are: "Luis takes pictures of the vacant lot." "He helps Maurice send an e-mail to the mayor." "They attach the pictures to the e-mail." 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

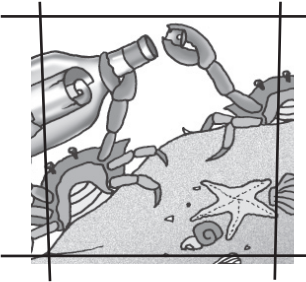
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.

- 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. Why do you think the mayor contacts Maurice's principal? |DC|
2. Has Maurice's hard work paid off? Tell why. |CE|
3. How do Maurice's friends respond to the mayor's e-mail? |CE|
 - a. They are angry she didn't help sooner.
 - b. They are excited she mentions them.
 - c. They are worried that the principal will be mad.
 - d. They are surprised she knows their real names.
4. Use at least four important events from the story to write a summary of pages 58 and 59. (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 58 aloud with partners.
page 59 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

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

Team Talk

1. Why do you think the mayor contacts Maurice’s principal? |DC|

100 points = *I think the mayor contacts Maurice’s principal because she probably wants the principal to know how hard Maurice and his friends have been working. She thinks the principal would like to know what good things the students do outside of school.*

90 points = *I think the mayor contacts Maurice’s principal because she probably wants the principal to know how hard Maurice and his friends have been working.*

80 points = *She probably wants the principal to know how hard the kids have been working.*

2. Has Maurice’s hard work paid off? Tell why. |CE|

100 points = *Yes. Maurice’s hard work has paid off. The mayor is really impressed with the work he did, and she wants to help finish the job. The lot will be clean.*

90 points = *Yes. Maurice’s hard work has paid off. The mayor wants to help finish the job.*

80 points = *Yes. The mayor wants to finish cleaning the lot.*

3. How do Maurice’s friends respond to the mayor’s e-mail? |CE|

a. They are angry she didn’t help sooner.

b. *They are excited she mentions them.*

c. They are worried that the principal will be mad.

d. They are surprised she knows their real names.

4. Use at least four important events from the story to write a summary of pages 58 and 59. (Write-On) |SU|

100 points = *Maurice brings Steve-o, Monica, and Tally to the library with him to check his e-mail. They all sign up for the library too. There is an e-mail from the mayor. The mayor is impressed with their work, and she wants to help finish cleaning the lot. She has contacted the principal of their school. She will see them Tuesday afternoon.*

90 points = *Maurice brings his friends to the library with him to check his e-mail. They all sign up for the library. There is an e-mail from the mayor. The mayor is impressed with their work, and she wants to help. She will see them Tuesday.*

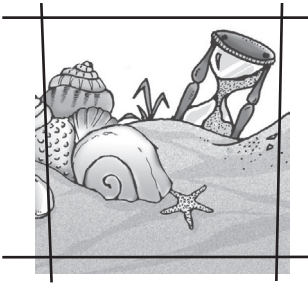
80 points = *Maurice brings his friends to the library. There is an e-mail from the mayor. The mayor is impressed with their work. She will see them Tuesday to help.*

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

Class Discussion TP



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team’s strategy use with the class. - Award team celebration points. 	
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px; vertical-align: middle;"> <p>Team Talk Extenders</p> </td> <td style="padding: 5px;"> <p>What would you have thought of the mayor if she didn’t respond after all the work the kids did and after seeing the photographs? Why?</p> <p>Do you think the principal is the only person in the community who should know about the kids’ hard work? What do you think should happen so everyone knows who is responsible for getting the vacant lot cleaned?</p> </td> </tr> </table>	<p>Team Talk Extenders</p>
<p>Team Talk Extenders</p>	<p>What would you have thought of the mayor if she didn’t respond after all the work the kids did and after seeing the photographs? Why?</p> <p>Do you think the principal is the only person in the community who should know about the kids’ hard work? What do you think should happen so everyone knows who is responsible for getting the vacant lot cleaned?</p>	
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> - Award team celebration points. - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

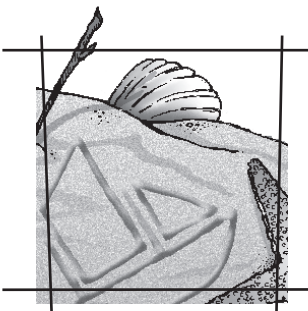
Timing Goal: 5 minutes

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

Student Edition, page S-9

Page 51, 54, or 59

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



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Remind students of the Word Power skill (dictionary skills).
- Use **Think-Pair-Share** to have students tell how a dictionary can help you read. Randomly select a few students to share. *(Answers may vary.) The dictionary lists all the definitions for words. Many words can be used in different ways, and the dictionary helps you find the best meaning.*

- Direct students' attention to the Word Power Challenge. Use **Think-Pair-Share** to have students read the dictionary entry and choose which entry is the definition of the underlined word in the sentence. Randomly select a few students to share. *Entry #1.*

Preparation: Display the Word Power Challenge.

Blackline master provided.

<h2 style="margin: 0;">Word Power Challenge</h2>	<p>The lion's <u>hoary</u> mane was a sign that he was no longer the youngest in the pride.</p>
<p>hoary <i>adj.</i> 1 gray or white with age. 2 ancient or venerable. 3 tedious or boring from familiarity, stale.</p>	

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

Student Edition, page S-12

Skill Practice	
<p>Use the dictionary entry to answer the following question.</p>	
<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;"> <p>splinter <i>n.</i> 1 a small, thin, sharp piece of wood that splits off the main body. 2 a small group that separates or acts apart from the original group. —<i>v.</i> 3 to split or break into splinters. 4 to break off something into splinters. 5 to break a larger group into independent groups. 6 to secure or support a broken limb with splints.</p> </td> </tr> </table>	<p>splinter <i>n.</i> 1 a small, thin, sharp piece of wood that splits off the main body. 2 a small group that separates or acts apart from the original group. —<i>v.</i> 3 to split or break into splinters. 4 to break off something into splinters. 5 to break a larger group into independent groups. 6 to secure or support a broken limb with splints.</p>
<p>splinter <i>n.</i> 1 a small, thin, sharp piece of wood that splits off the main body. 2 a small group that separates or acts apart from the original group. —<i>v.</i> 3 to split or break into splinters. 4 to break off something into splinters. 5 to break a larger group into independent groups. 6 to secure or support a broken limb with splints.</p>	
<p>Which dictionary entry gives the best definition for <i>splinter</i> as it is used in the following sentences?</p>	
<ol style="list-style-type: none"> The angry bear <u>splintered</u> the rotting log with one swipe of its paw. <i>Entry #3.</i> After getting our scavenger hunt lists in class, we <u>splintered</u> off in groups of three to start searching. <i>Entry #5.</i> 	

Building Meaning			
discarded	callous	substantial	incredulously
remnants	diligence	scheduled	oversee

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

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

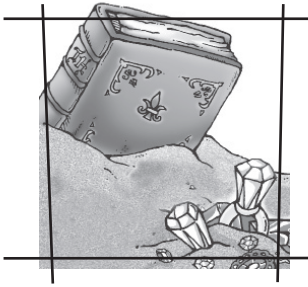
4. Choose the word that best fits in the blank.

The president scheduled a news conference for three o'clock this afternoon.



- 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 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 only include the most-important ideas and events. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story students will read for their test. Tell what it is about, but do not give additional information or details.



In yesterday's reading, the kids learned that the mayor wants to help finish cleaning the lot. Today we will find out what happens on Tuesday afternoon.

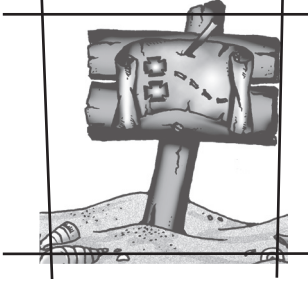
Vocabulary TP

- 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.

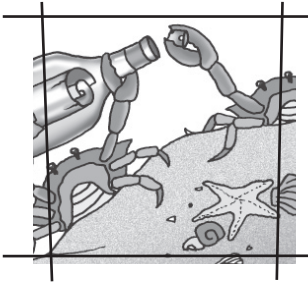
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



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**

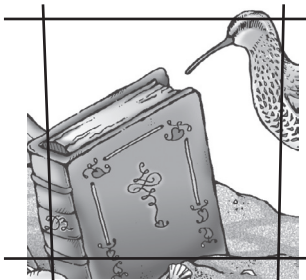
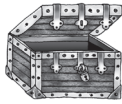
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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

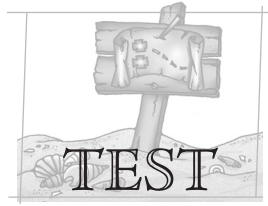
Timing Goal: 20 minutes

- 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.

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



Comprehension Questions

Read page 61 of *Me, My Friends, and the Mayor*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. What does Maurice hope will happen when he sends the mayor the second e-mail? |DC|

20 points = When Maurice sends the mayor the second e-mail, he hopes the mayor will be more willing to help finish cleaning the lot. He tells her that he and his friends did a lot of work, so there is less to clean up. He hopes she will want to help since there is less to do. **15 points** = When Maurice sends the mayor the second e-mail, he hopes the mayor will be more willing to help finish cleaning the lot. **10 points** = He hopes the mayor will be more willing to help finish cleaning the lot.

10 points

2. The second cleanup day is similar to the first because— |CC|

- the kids have fun doing it again.
- the kids play gladiators again.
- the kids find the same trash again.
- the kids know they need to return again.

20 points

3. How do Maurice's friends respond to being mentioned in the mayor's e-mail? |CE|

20 points = Maurice's friends are excited to be mentioned in the mayor's e-mail. Steve-o thinks it's cool that the mayor mentions them. He almost shouts in the library. **15 points** = Maurice's friends are excited to be mentioned in the mayor's e-mail. **10 points** = They are excited about it.

20 points

4. Do you think the people in Maurice's neighborhood appreciate what the kids have done? How can you tell? |DC|

20 points = Yes. I think the people in Maurice's neighborhood appreciate what the kids have done. They show up at the lot and applaud for the kids. Mr. Paulson, the convenience store owner, has the article about Maurice on his wall behind the counter for everyone to see. **15 points** = Yes. I think the people in Maurice's neighborhood appreciate what the kids have done. They show up at the lot and applaud for the kids. **10 points** = Yes. They applaud the kids.

10 points

5. Which of the following is not a lesson Maurice learns from this situation? |TH|

- Sometimes adults make things too complicated.
- Making things better can be really hard work.
- Friends can be unreliable and unhelpful when you need them.
- It takes devotion and hard work to get a lot of things done.

20 points

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

20 points = Maurice convinces Steve-o, Monica, and Tally to help him begin cleaning the vacant lot. They work hard and fill about twenty bags with trash. Maurice e-mails the mayor to tell her about their work, but her office still won't help. He gets his friends together again, and they clean up the rest of the trash they can move. Luis takes pictures to send to the mayor over e-mail. The mayor is impressed by the work they did and agrees to finish the job. She has bulldozers and cranes at the lot. She congratulates Maurice and his friends. Now there is a new convenience store there. **15 points** = Maurice convinces Steve-o, Monica, and Tally to help him clean the lot. Maurice e-mails the mayor to tell her about their work. He gets his friends together again, and they clean up the rest of the trash. Luis takes pictures to send to the mayor. She agrees to finish the job. She congratulates the kids. There is a new convenience store there. **10 points** = Maurice and his friends clean the lot. He e-mails the mayor to tell her about it. They clean up the rest of the trash. Luis takes pictures. The mayor congratulates the kids.

Word Power

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

Skill Questions

Use the dictionary entry below to answer the following questions.

vile

adj. **1** terribly bad. **2** disgusting or repulsive. **3** highly offensive or insulting. **4** morally wicked, corrupt. **5** foul, filthy. **6** poor, wretched. **7** of mean or low condition. **8** lowly. **9** of little value.

Which dictionary entry gives the best definition for *vile* as it is used in the following sentences?

5 points

1. There was a vile odor in the air when the rotten egg burst open.
Entry #2.

5 points

2. "Your vile deeds shall not go unpunished!" the king said to the wicked wizard.
Entry #4.

5 points

3. I had a vile headache after eating an entire bagful of chocolate candies.
Entry #1.

5 points

4. "Why must so many musicians use such vile language in their songs?" Wanda's grandmother asked.
Entries #1, #3, or #5.

Building Meaning

discarded	callous	substantial	incredulously
remnants	diligence	scheduled	oversee

10 points

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

10 points = *Our club elected me to oversee the planning for the festival we were going to have for the neighborhood on the first day of spring.*

5 points = *Our club elected me to oversee the planning for the festival we were going to have for the neighborhood.* **1 point** = *Our club elected me to oversee the planning.*

10 points

6. After the forest fire raged through the forest, the only remnants were a few blackened trees.

10 points

7. Dad and I cleaned out the attic and decided that a lot of the old junk could be discarded. *Discarded* means—
- purchased.
 - given away.
 - thrown away*.
 - stolen.

10 points

8. Everyone expected the big iron ship to sink, so we all stared incredulously when it didn't meet its watery grave.

10 points

9. Vincent felt a bit ill after he ate a substantial amount of candy. *Substantial* means—
- significant*.
 - unimportant.
 - simple.
 - difficult.

10 points

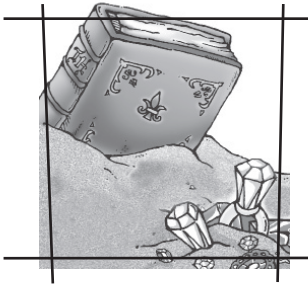
10. It took a lot of diligence, but after months of working on it, I finally finished my painting.

10 points

11. Mr. Thigpen, my French teacher, scheduled a meeting for tomorrow so I could get some extra help. *Scheduled* means—
- studied.
 - made time for*.
 - forgot all about.
 - ignored.

10 points

12. Most of the kids in class think Terrell is really callous and doesn't care about the other kids' feelings.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend that you are Maurice and write a blog entry that summarizes the actions that Maurice and his friends took during your reading in this cycle. Maurice was very determined to clean up the vacant lot near his and his friends' homes, so he put together a plan to get the mayor's attention. Imagine that he wants to summarize what he and his friends did over the course of two weeks in a blog now that he is familiar with the Internet and e-mail.

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 blog.

You have probably heard of writing in a journal. Journals are good ways to write personal reflections, thoughts, and memories. You may write in a journal at home. Today many people are turning to writing blogs. Have you ever heard of a blog? The word *blog* comes from a combination of the words *web* and *log*. It is a record of your thoughts, opinions, and feelings that you put on the Internet, similar to a journal. It is different from a personal journal because you put your thoughts where other people can read them. Sometimes only your friends and family will read your blog. There are blogs for everything, such as movies, music, books, cooking, and baking. Some blogs have become extremely popular on the Internet, and people become famous for them!



- Point out to students that most bloggers will only write the thoughts they are comfortable sharing with other people instead of very personal information. Use **Think-Pair-Share** to have students discuss why they think they do this. Randomly select a few students to share. *They might not want to share the very personal stuff about their lives, but still want to share other thoughts and opinions with friends and other people.*



- Use **Random Reporter** to have students discuss why it might make sense for Maurice to write a blog about the work he and his friends have done on the vacant lot. Use **Random Reporter** to select students to share. *Maurice can share their hard work with other people on the Internet. Other people can read about their project and be inspired. They might want to do something similar, or help Maurice keep the lot clean.*
- Display the following blog entry. Read the entry aloud to students.

Blackline master provided.

December 5, 2010

Winter Wonderland!

It was the first snowfall of the winter today! I was so excited and waiting for it. At first it was just raining, but the temperature dropped, and it started snowing pretty hard. Soon it was collecting on the ground.

Mom made me wait to go out and play in the snow. It's true; I wanted to go out when there was barely enough snow to coat the grass. She and I made cookies while we waited for the snow to measure up.

Good thing it was falling hard and fast! There was enough to play with by the time lunch was over. My mom and I went outside and built a snowman in the front yard, and then we sledged in the backyard. It was so fun!

When we got cold and wet enough, we decided to go inside and warm up with some hot cocoa and our freshly baked cookies. Mmm!

Hope I get another snow day soon!

Rhonda

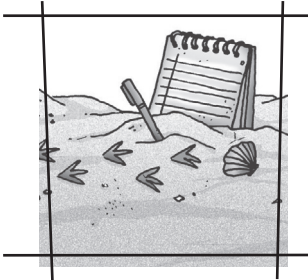


- Use **Think-Pair-Share** to have students identify why Rhonda wrote this blog entry. Randomly select a few students to share. *She is writing about her thoughts and feelings about the first snowfall of winter. She wants to share her thoughts with other people. It must have just snowed where she lives.*
- Point out to students that this is only a summary of the most-important events in Rhonda's day. Use **Team Huddle** to have students discuss what kind of information Rhonda might have included if she were not summarizing her day. Use **Random Reporter** to select students to share. *Rhonda might have explained how much snow fell on the ground. She might have explained what kinds of cookies she and her mother made and how many. She might have described the snowman in more detail.*
- Point out the structure of a blog entry to students.

There is no uniform format for a blog. They can take almost any shape and form on the Internet. There are some websites that will let you set up a blog with a very basic structure. Other people design their own blogs and make them look very unique. Blogs also allow you to share pictures in your post, so a blog entry does not necessarily have to be all text. You will use the format in the sample blog entry. It begins with the date. You want your readers to know when you made that entry. Then instead of saying a greeting, such as "Dear Journal," the blog entry has a title. The title can be anything you want it to be, but usually it will relate to the main idea of

your entry. Then there is the body of the blog entry, which is similar to the body of a journal entry. Many bloggers sign off on their entries the same way people sign journal entries or letters. They include a closing and then their name.

- Tell students that they will summarize the events that have happened to Maurice in a blog entry today.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a blog entry from Maurice, summarizing the events that have happened in this part of the story.
- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.



Student Edition, page S-13

Writing Prompt

Pretend that you are Maurice. Now that Luis has introduced you to the Internet and e-mail, you want to create a blog to tell other people about the work you and your friends have done to help clean up the vacant lot. Write a blog entry that summarizes the work that you and your friends have done to get the vacant lot cleaned up. Use the class chart to find ideas from this cycle’s reading. Think of the best way to tell at least five of these ideas even more briefly. Decide which ideas can be left out and how to combine and reword other ideas. Make sure that your blog entry is written in complete sentences. Remember to include all the parts of a blog (date, title for the entry, body, closing, and signature).

Scoring Guide

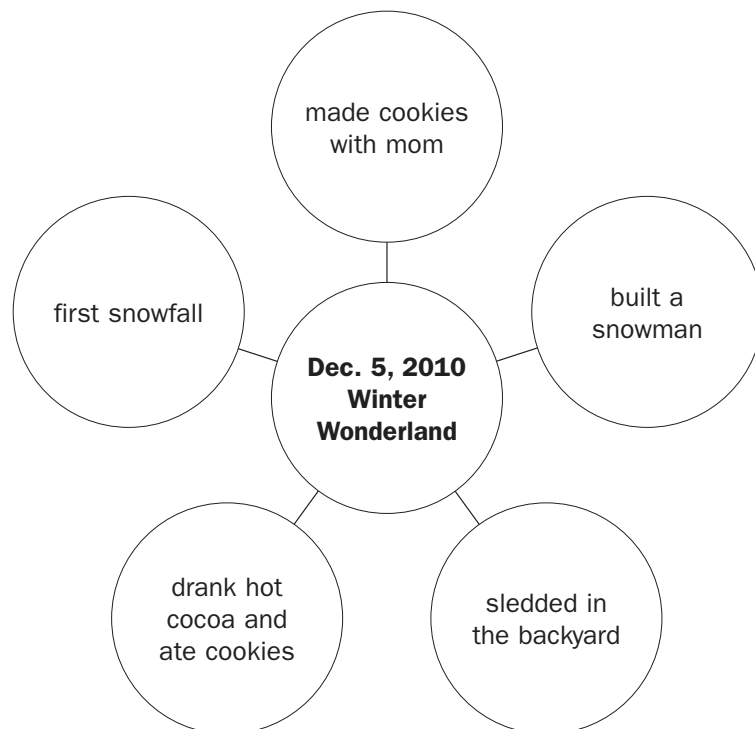
The blog entry includes at least five of the most-important ideas from the reading.	50 points
The blog entry does not include less-important ideas.	25 points
The blog entry has ideas written in complete sentences.	15 points
The blog entry includes all the parts (date, title for the entry, body, closing, and 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 summary blog entries.

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

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and

skipping lines to make room for revisions. Also suggest that they include new thoughts as they occur.

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

Sharing, Responding, and Revising

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

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Point out to students that proper spelling and grammar are important when writing information on the Internet.

Remember that a blog has the potential to reach millions of people who use the Internet. It is very important to check your spelling and grammar before you publish your blog. If your blog is full of these simple mistakes, people won't want to read it! Spelling and grammar errors can be distracting, and people might not take you seriously. Maurice wants people to take him seriously!

- Display the following excerpt from a blog entry. Have a volunteer read the excerpt aloud.

Blackline master provided.

I wanted to tackle a big project, and could never have done it without the help of my friends. The vacant lot on 121st Street is an eyesore, but it isn't anymore. Last week, I called three of my friends, Steve-o, Tally, and Monica, and asked them to help me clean up the lot. We spent the day doing it and accomplished a lot. We had fun too. I emailed the mayor about our hard work, but I could not get through to her. My brother Luis suggested the four of us clean up the lot some more, and he surprised us by bringing a digital camera to take pictures of our progress.



- Use **Team Huddle** to have students identify mistakes made in the spelling or grammar of the excerpt. Use **Random Reporter** to select students to share. *The word done is misspelled. It is spelled dun but should be spelled done. The tenses in the second sentence are mixed up. The author wrote the word is but should have written was. The lot was an eyesore but looks good now. The word for is wrong. The author should have used the word four instead.*
- Point out to students that the words *for* and *four* are homophones. Explain that homophones are words that sound the same but have different meanings and are spelled differently. Use **Team Huddle** to have students discuss other examples of homophones. Use **Random Reporter** to select students to share. *Possible responses: too, two, and to; their, there, and they're; ant and aunt.*
- Tell students to check their work for spelling and grammar mistakes.
- 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.

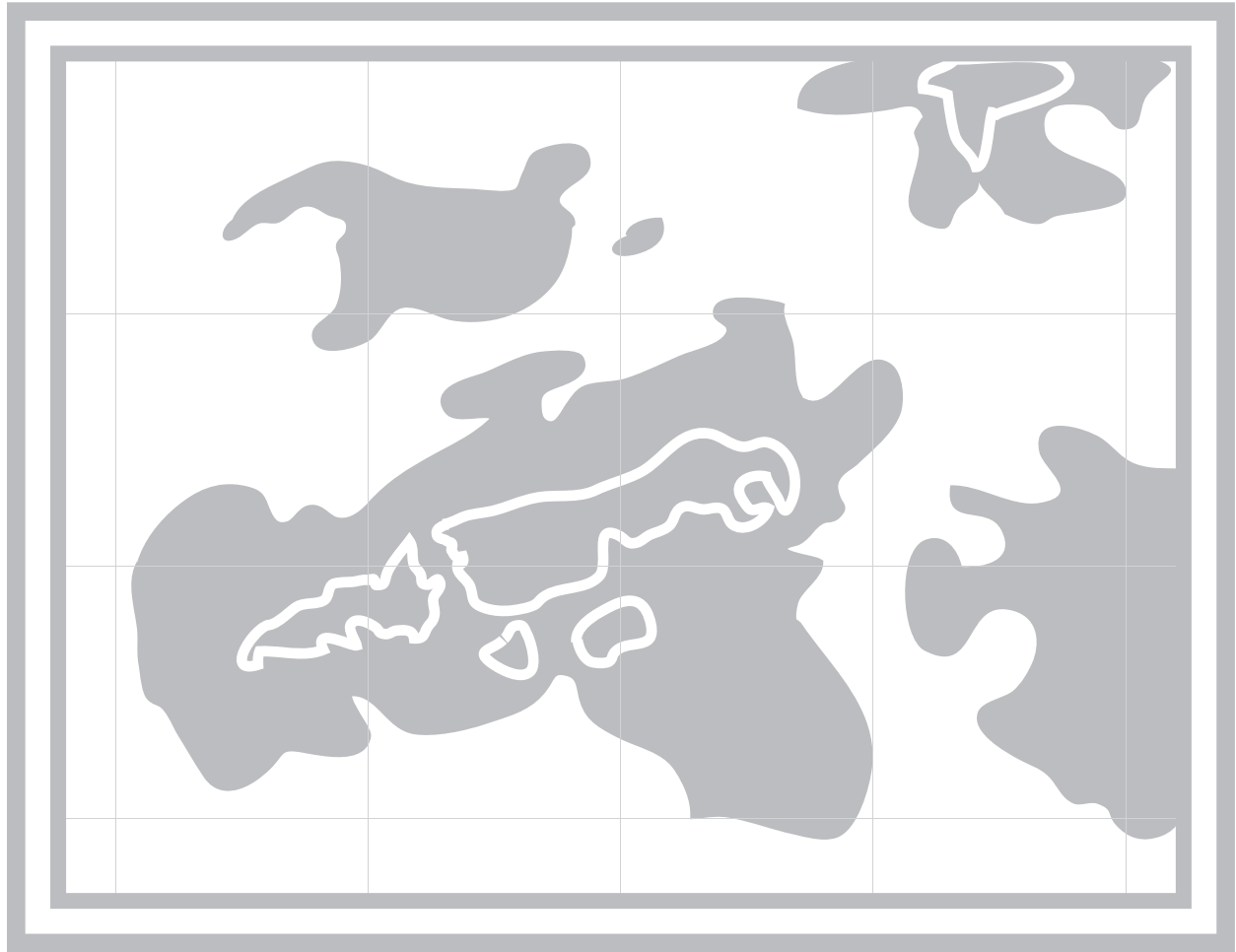
Rewriting

- 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?



refuse

v. **1** to decline to accept (something offered).

2 to decline to give (a request). —*n.* **3** trash, something to be discarded.

callous

adj. **1** made hard, hardened. **2** insensitive or unsympathetic. (*The prison guards were callous to the complaints about prison food.*) **3** having a callus or skin made hard by friction. —*v.* **4** to make or become hard.

**Word Power
Challenge**

The lion's hoary mane was a sign that he was no longer the youngest in the pride.

hoary

adj. **1** gray or white with age. **2** ancient or venerable. **3** tedious or boring from familiarity, stale.

December 5, 2010

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Hope I get another snow day soon!

Rhonda

I wanted to tackle a big project, and could never have done it without the help of my friends. The vacant lot on 121st Street is an eyesore, but it isn't anymore. Last week, I called three of my friends, Steve-o, Tally, and Monica, and asked them to help me clean up the lot. We spent the day doing it and accomplished a lot. We had fun too. I emailed the mayor about our hard work, but I could not get through to her. My brother Luis suggested that for us to clean up the lot some more, and he surprised us by bringing a digital camera to take pictures of our progress.

Story Map



Title: Me, My Friends, and the Mayor, cycle 2

Characters:

Maurice
Steve-o
Luis
Ms. Jackson
Mayor Grisham
Monica
Tally

Setting:

Where: Elm Hill Ave. and 121st St.
the library

When: school year,
several Saturdays

Problem:

Maurice wants the vacant lot he walks through every day to be cleaned.

Maurice gets Luis to help him solve the problem of the abandoned lot. Luis helps him e-mail the mayor to
Event: ask for help.

The mayor e-mails Maurice back and tells him that she is not sure if she will be able to do anything to
Event: help. Maurice is upset. He comes up with a plan.

Maurice calls Steve-O, Monica, and Tally and asks them to help with cleaning the lot. They work hard and
Event: clear a lot of the trash.

Another e-mail to the mayor still doesn't get them help. Maurice and his friends pick up more trash.
Event: Luis brings a digital camera to take pictures to send to the mayor.

The mayor sends an e-mail back to Maurice saying that she is proud of their hard work and she will send
Event: city workers to help.

Solution:

The mayor helps Maurice and his friends finish clearing the vacant lot, and Maurice is seen as a hero for organizing the cleanup.

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 6 / *Me, My Friends, and the Mayor*

English Language Arts Standards: *Reading: Literature*

Key Ideas and Details

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

INFORMATIONAL (6 DAY)

Summarizing Saves the Animals: Samburu

The Savvy Reader—Summarizing, A Collection of Readings, pages 63–77
Success for All Foundation, 2011

Summary

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

Instructional Objectives

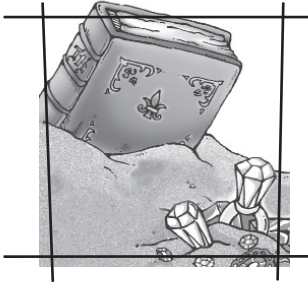
Reading	
CYCLE 1	Summarizing (SU)
	Students will use summarizing strategies to identify the topic, important events or ideas, and supporting details of an informational text and to create a written summary.

Teacher's Note:

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

Preparation

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

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

Timing Goal: 55 minutes

Success Review and Keeping Score **TP**

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

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

Team Cooperation Goal

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

Set the Stage

- Introduce the reading objective.

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

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

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



Using the Targeted Skill (Introduction and Definition)

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

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

Preview Team Talk

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

Team Talk

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

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

- Randomly assign team leaders.
- Introduce the video.

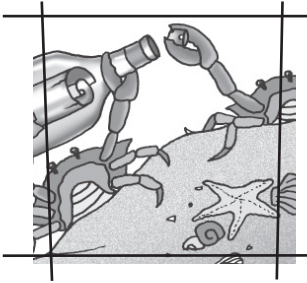
Before we watch the video, let's think for a minute about finding the topic of an article. The topic is what the article is mostly about. A summary of an article should include all the important events or ideas about the topic. So, if we know what the topic is, it will help us figure out the important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

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

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

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

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

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

Team Talk *continued*

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

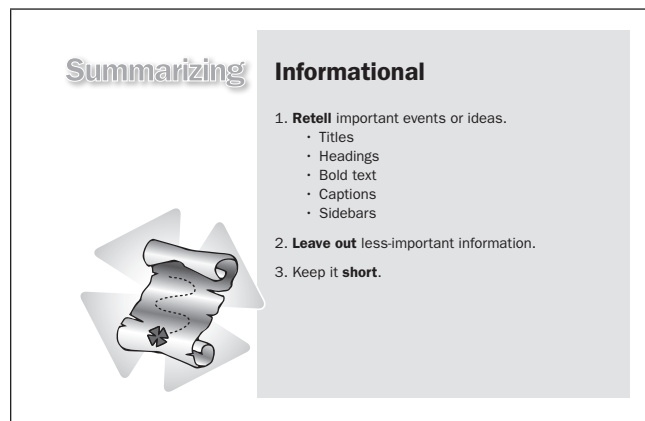
Why did you pick that question? (Write-On)

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

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

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

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



- Introduce Bakiri's Challenge.

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

- Read Bakiri’s Challenge aloud.

Student Edition, page S-15

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



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

Class Discussion TP

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

Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #808080; color: white; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Do you think surveying the text to find the topic is the best way to begin the summarizing process? Why or why not?</p> <p>Adam originally thought the article might be about Samburu leopards specifically. What do you think could have happened if he had written a summary based on that?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>Do you think surveying the text to find the topic is the best way to begin the summarizing process? Why or why not?</p> <p>Adam originally thought the article might be about Samburu leopards specifically. What do you think could have happened if he had written a summary based on that?</p>	

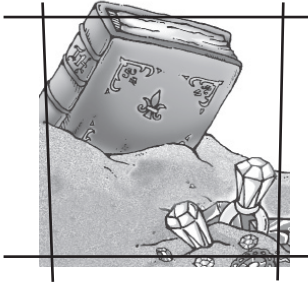
Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the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

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.	<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)

- 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.
 1. **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.

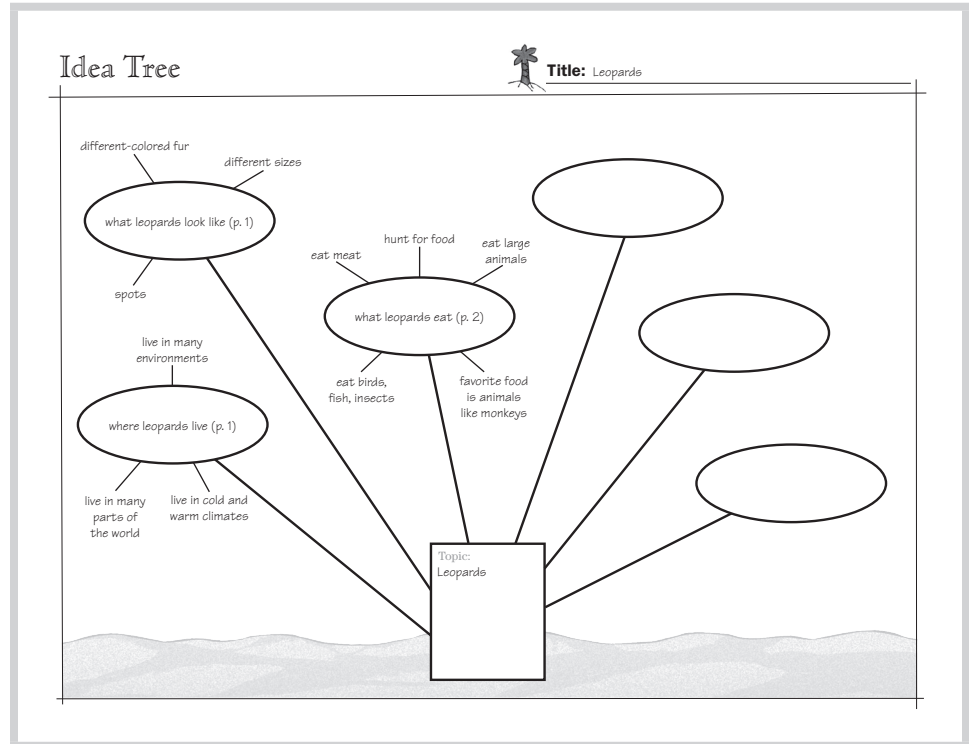
Rachel, Zach, Tori, and Adam, with Bakiri’s help, are working very hard to summarize Dr. Nick’s article on leopards so they can fax the summary to him. When we last saw them, they had identified the topic of the article and had asked their own questions about leopards. Today we’ll read and restate important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



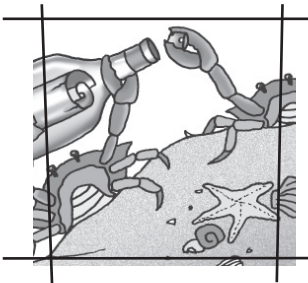
- **Play** “Part 2: Read and Restate Important Ideas, Pages 1 and 2” (7 minutes).
- Bakiri will ask students to read and restate the main ideas and supporting details on page 2 with their partners, to record the important ideas and supporting details on their idea trees, and to discuss and reach consensus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

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

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

Summarizing



Informational

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

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

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

- Read Bakiri's Challenge aloud.

Student Edition, page S-15

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

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



Class Discussion TP

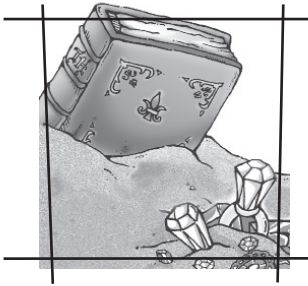
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Bakiri's Challenge.

Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Do you agree with the main idea that the kids choose for page 2? Why or why not? What would you say the main idea of the page is?</p> <p>Do you think it would be easier to identify the main idea if there were more clues on the page? Why or why not?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Do you agree with the main idea that the kids choose for page 2? Why or why not? What would you say the main idea of the page is?</p> <p>Do you think it would be easier to identify the main idea if there were more clues on the page? Why or why not?</p>	
<ul style="list-style-type: none"> – Award team celebration points. 		
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	

- Summarize the lesson for students.

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

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

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

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

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

Preview Team Talk

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

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

Student Edition, page S-16

Team Talk

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

- Introduce the video.

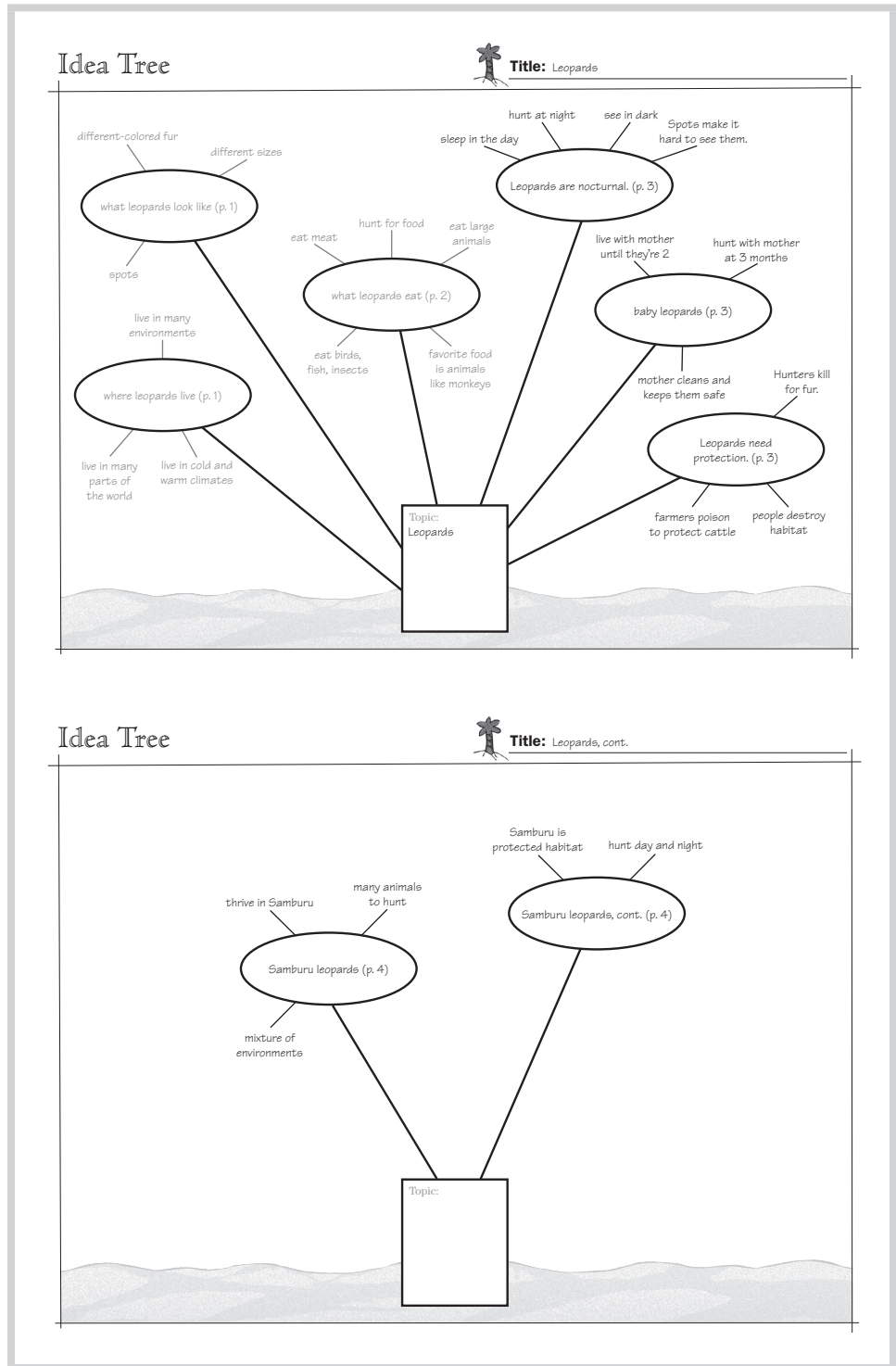
Rachel, Zach, Tori, and Adam have read the first two pages of Dr. Nick's article about leopards. But there are two pages left for them to read, restate, and identify the important events or ideas and supporting details. I have a feeling Bakiri will ask you to work right along with the Samburu students.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



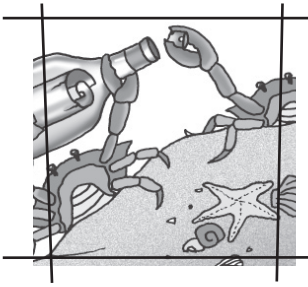
- **Play** "Part 3: Read and Restate Important Ideas, Pages 3 and 4" (6 minutes).
- Bakiri will ask students to read pages 3 and 4 of Dr. Nick's article with their partners, record important events or ideas and supporting details on their idea trees, discuss what they selected with their team, and reach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

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

Blackline master provided.



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

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

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

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

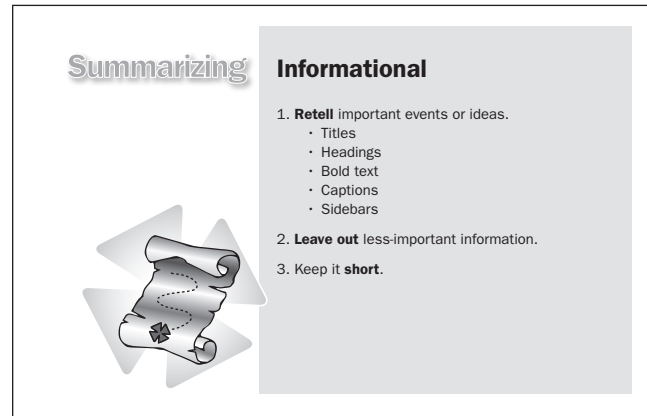
2. Bakiri said that when you fill in the idea tree, it’s okay to put ideas and details in your own words. When you compared your idea tree for pages 3 and 4 with the one in the video, did you find that you picked out some of the same ideas and details, but put them in different words? Which ideas and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

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

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

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

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



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

Bakiri has sent us another challenge.

- Read Bakiri’s Challenge aloud.

Student Edition, page S-16

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



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

Class Discussion **TP**

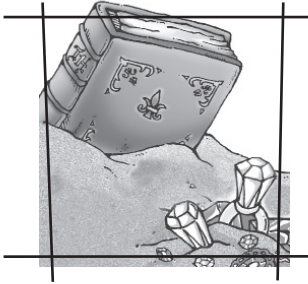
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Bakiri’s Challenge.

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

- Summarize the lesson for students.

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

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

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

Timing Goal: 45 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

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

Preview Team Talk

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

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

Student Edition, page S-16

Team Talk

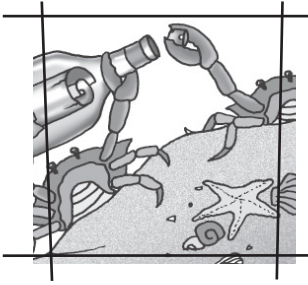
1. How does your written summary compare with that of Rachel, Zach, Tori, and Adam? Is your summary longer or shorter? Is it as clear as theirs or clearer? Does it have fewer or more details? (Write-On)
2. How did your partner's feedback help you improve your summary?
3. Did Dr. Nick answer your questions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

- Introduce the video.

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



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



TEAMWORK

Timing Goal: 35 minutes

Team Discussion **TP**

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

Team Talk

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

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

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

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

Team Talk *continued*

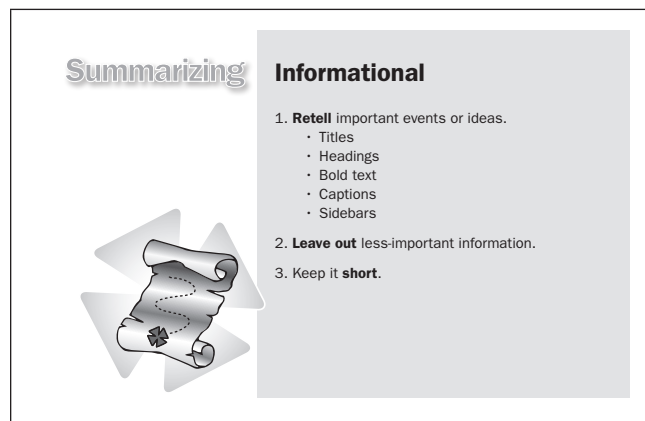
3. Did Dr. Nick answer your questions about leopards? What did you learn? If he didn't answer your questions, what's one interesting fact that you learned about leopards?

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

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

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

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



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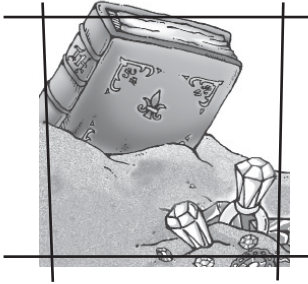
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss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

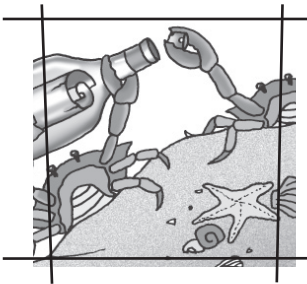
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

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

Let’s see if I can identify the topic of this article from the text features. I can tell that this article is about red kangaroos because the title is “Leaping Red Kangaroos.”

A Collection of Readings,
page 72

Leaping Red Kangaroos

Range

Australia

Description of Red Kangaroos

Red kangaroos are the largest living marsupials in the world. Males grow to be about six feet tall and can weigh up to 200 pounds; females are a little smaller. The male kangaroos of this species have reddish-brown fur, and the females have blue-gray fur. The red kangaroos have large hind feet and long, muscular tails that help support their weight. In contrast, these kangaroos have short forelegs with small paws. Their paws are very dexterous, so the kangaroos can hold food, fight, or groom with them despite their short limbs. Female kangaroos have a pouch.

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

Team Discussion **TP**

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

Team Talk

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

100 points = *One question I had before I began reading was how far red kangaroos can jump in a single bound.* **90 points** = *One question I had was how far red kangaroos can jump.* **80 points** = *How far can red kangaroos jump?*

Team Talk *continued*

2. On your idea tree, write the main idea and important supporting details from the section titled “Remarkable Kangaroo Joeys.” |SU • MII

100 points = *The main idea of the section titled “Remarkable Kangaroo Joeys” is how baby kangaroos, called joeys, are born and grow up. An important supporting detail from the section is that joeys are born after only thirty-three days and are only an inch long. They have to crawl up their mothers’ stomachs into their pouches.*

90 points = *The main idea of the section titled “Remarkable Kangaroo Joeys” is how baby kangaroos, called joeys, are born and grow up. An important supporting detail from the section is that joeys are born after only thirty-three days.*

80 points = *It’s about how baby kangaroos are born and grow up. Joeys are born after only thirty-three days.*

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

100 points = *Kangaroos use their long legs to jump forward. They can jump about twenty-five feet and move at about thirty-five miles per hour. Kangaroos use their front legs and tails to balance when moving more slowly. They also use their feet to fight off predators or fight each other.*

90 points = *Kangaroos use their long legs to jump about twenty-five feet. They use their front legs and tails to balance. They also use their feet to fight off predators.*

80 points = *Kangaroos use their long legs to jump. They use their front legs and tails to balance. They also use their feet to fight.*

- 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.

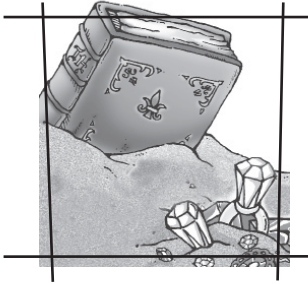
**Strategy-Use Discussion**

- 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.

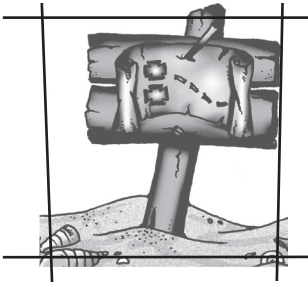
Set the Stage

- 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 “Cuddly Koalas.” We will think about the important ideas or events so we can write a summary after reading.

Prepare Students for the Test

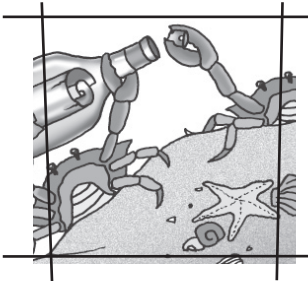
- Distribute the test, and preview it with students without providing information about the answers. Point out that several of the questions ask about summarizing.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and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

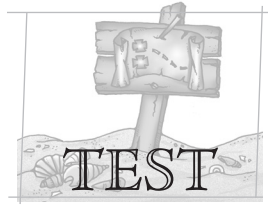
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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

Cuddly Koalas

Range

Australia

Description of Koalas

Koalas are herbivorous marsupial mammals that live their entire lives in trees. They have gray to brown fur, depending on whether they live in the northern or southern parts of Australia. Their fur coats are thick and woolly to protect them from high and low temperatures and rain. Koalas are easily identified by their round, furry ears, which have white fur on the inside, and by their large black noses, which are covered in leathery skin instead of fur.

Unlike other tree-dwelling mammals, koalas do not have thick or long tails to help them with balance. Koalas are equipped with strong arms and legs to help them maneuver through the trees. Their paws end in sharp claws that grip trunks and branches easily. Koalas have pouches to hold their tiny joeys. Many people mistakenly refer to koalas as koala bears because of their cuddly, bearlike appearance, but they are not bears; they are more closely related to wombats.

Koala Joeys

Like most other marsupial babies, koala joeys are raised in their mothers’ pouches. Koala joeys are born after about thirty-five days of gestation, and they immediately crawl into their mothers’ pouches for milk and protection. They are blind, hairless, and about the size of a jelly bean. After seven to eight months of living in their mothers’ pouches, joeys are ready to peek out.

They transition from drinking milk to eating eucalyptus leaves by eating a diet of pap, which is a special form of their mothers’ droppings. The droppings contain microorganisms that the joeys will need to help them digest toxic eucalyptus leaves. When the joeys are too big for their pouches, they cling to their mothers’ stomachs and backs until they are ready to venture out on their own.

Picky Eaters

Koalas are among the pickiest eaters in the animal kingdom. They prefer to eat the leaves of eucalyptus trees. There are more than six hundred varieties of eucalyptus trees, but koalas usually will only eat from twenty to forty of this number and prefer only ten. Eucalyptus leaves are actually poisonous to most creatures, but koalas have developed strong digestive systems that help them deal with the toxins found in the leaves. They have a very long digestive tract that helps them extract all the nutrients possible out of the nutrient-poor leaves, while neutralizing the toxins.

This long digestive tract coupled with a slow metabolism helps koalas maintain a healthy lifestyle. Koalas need to eat about two and one half pounds of leaves to satisfy their nutritional needs. To conserve energy and get the most value out of their food, koalas sleep for most of the day. They sleep between eighteen and twenty-two hours a day, nestled in the forks of trees. Koalas are nocturnal and do most of their eating at night.

The leaves of eucalyptus trees not only provide koalas with their main meal, but also their water. Koalas usually avoid having to leave their trees to drink water by absorbing water from the leaves that they eat. In times of drought, when the water content of the leaves is reduced, koalas are sometimes forced to find another source of water.

Threats to Koalas

The biggest threat to koalas is the loss of habitat. Koalas need trees for food, a home, and protection. They lose their homes to deforestation by the logging industry and new housing developments. When they occur, bushfires can cause a localized extinction of koalas. Bushfires are common in summer months. Dieback, a situation that occurs when trees die from environmental factors, is also a problem because it reduces the number of trees available to koalas for nesting and food. Koalas need many trees as part of their home range.

Natural predators are no longer the biggest threat to koala numbers. Dogs can kill more than 1,000 koalas a year, and animals such as foxes, owls, and eagles attack young koalas, but these animals do not have the same impact as the loss of trees. Koalas are also susceptible to being hit by cars. As highways and roads continue to cut through their forests, more koalas will be hit by cars as they try to travel to other trees.

Koalas often carry disease, most notably a variety of chlamydial disease. This disease can cause blindness or make females infertile. However, the disease also helps keep populations of koalas healthy because only the strongest koalas survive.

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 feature that helped me predict the topic of this article was the heading. The title of the article is “Cuddly Koalas.” This told me that I would learn about koalas.* **15 points** = *The text feature that helped me predict the topic of this article was the title. The title of the article is “Cuddly Koalas.”* **10 points** = *The title 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 before I began reading was whether koalas are bears or not. Many people call them koala bears.* **15 points** = *One question I had about the topic before I began reading was whether koalas are bears or not.* **10 points** = *Are koalas bears?*

10 points

3. What is the main idea of paragraph 5? |MI|
- Koalas can handle eating a picky diet of toxic leaves.*
 - Eucalyptus leaves are a rare delicacy for koalas.*
 - Koalas eat a variety of trees all across Australia.*
 - Many animals compete with koalas to eat eucalyptus.*

20 points

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

20 points = *The main idea of the section is that koalas prefer to eat from a few types of eucalyptus trees. A supporting detail is that their stomachs are specially designed to digest the poisonous leaves.* **15 points =** *The main idea of the section is that koalas prefer to eat from a few types of eucalyptus trees. Their stomachs are specially designed to eat them.* **10 points =** *Koalas prefer to eat from a few types of eucalyptus trees. Their stomachs are specially designed to eat them.*

10 points

5. What is the main idea of paragraph 9? |MI|
- Predators, such as dogs and eagles, cause the most harm to koalas.
 - More koalas are killed by cars than by anything else.
 - Koalas have some natural predators, but they are not the koalas’ biggest problem.*
 - Dogs are not a threat because koalas can fight them.

20 points

6. Use the information you wrote on your graphic organizer to write a brief summary of the section “Threats to Koalas.” |SU|

20 points = *The main problem for koalas is the loss of trees. Deforestation, bushfires, and dieback ruin koala habitats. Natural predators are not as big of a threat to koalas as the loss of habitat. Dogs and cars cause a lot of problems for koalas. Many koalas suffer from forms of chlamydia, but these infections also help to strengthen koala populations.* **15 points =** *The main problem for koalas is the loss of trees. Natural predators are not as big of a threat to koalas as this. Dogs and cars cause a lot of problems. Many koalas suffer from infections, but they also strengthen koala populations.* **10 points =** *The main problem for koalas is the loss of trees. Natural predators are not as big of a threat. Dogs and cars cause a lot of problems. Many koalas suffer from infections.*

The Wildlife Department awards

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



The Wildlife Department awards

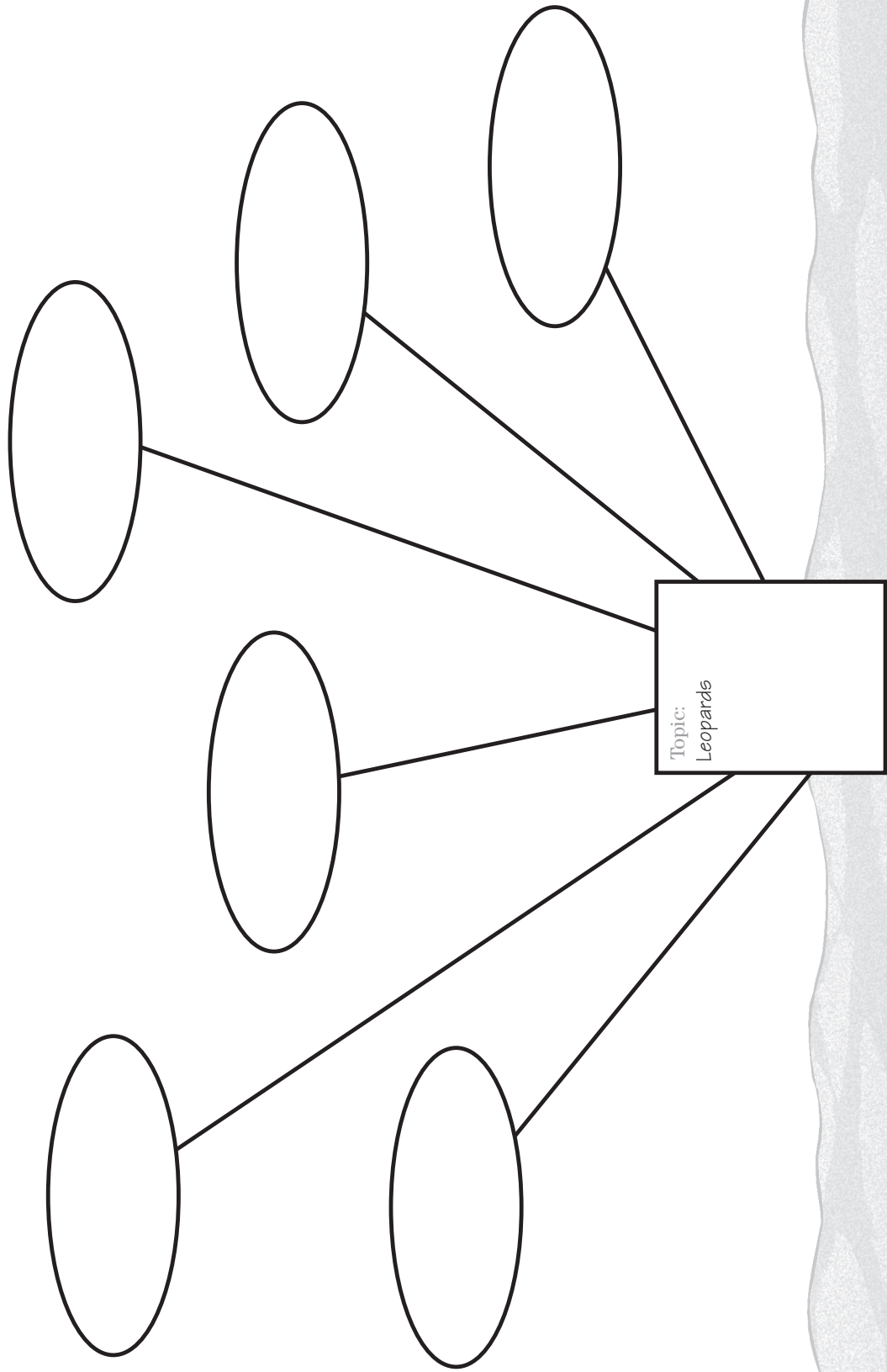
for being a good friend
and protector of the
animals in Samburu
Wildlife Reserve.





Title: Leopards

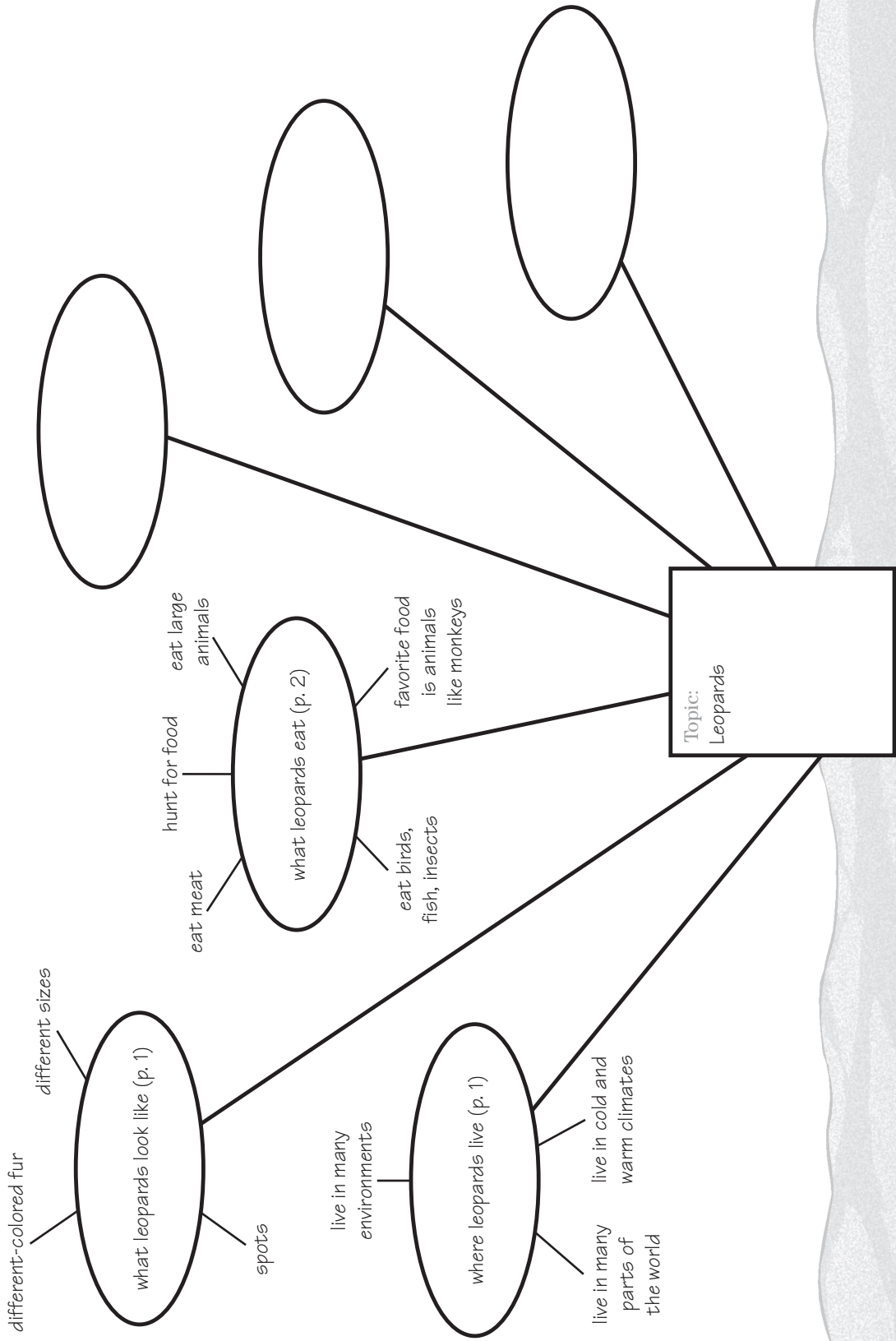
Idea Tree





Title: Leopards

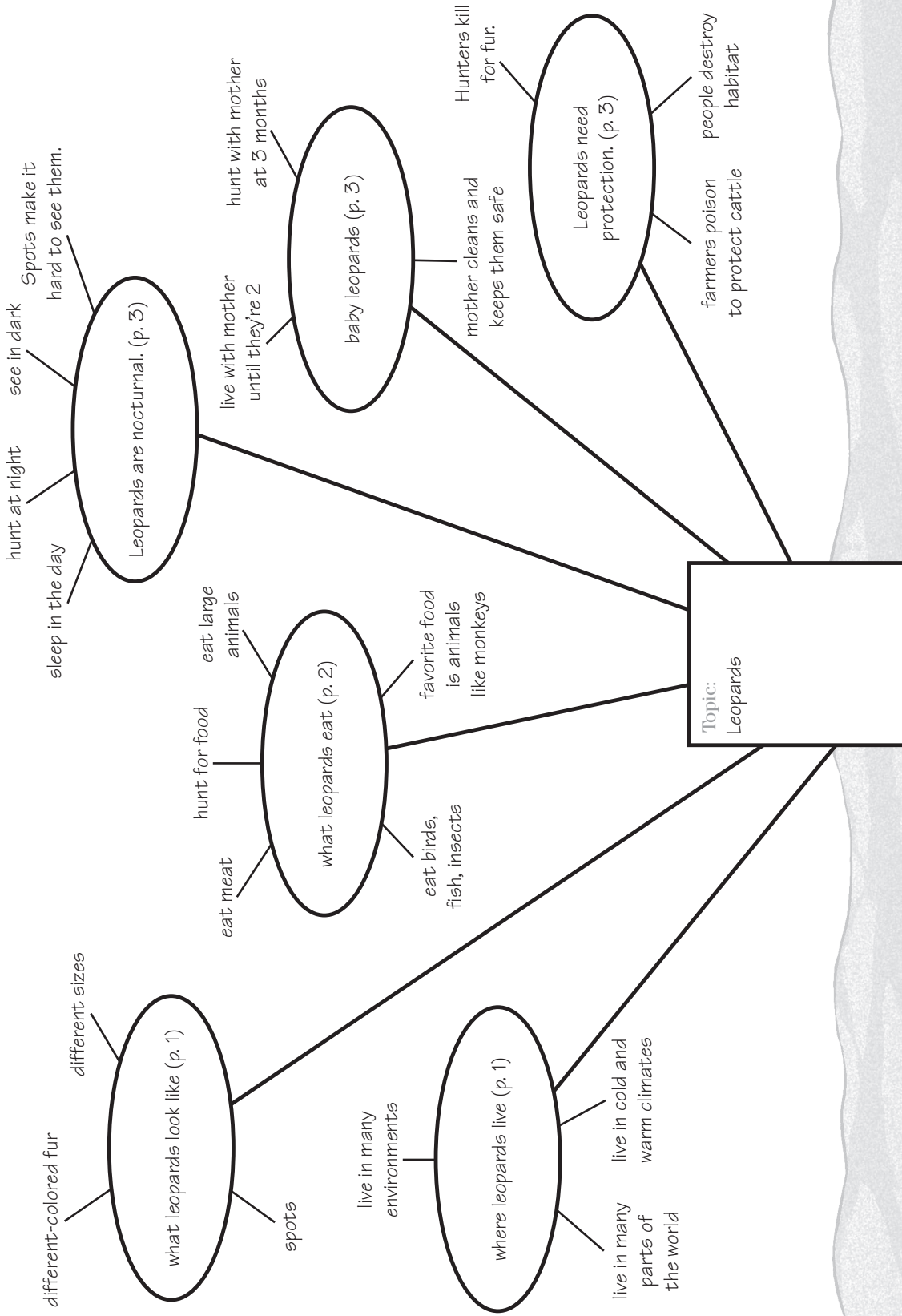
Idea Tree





Title: Leopards

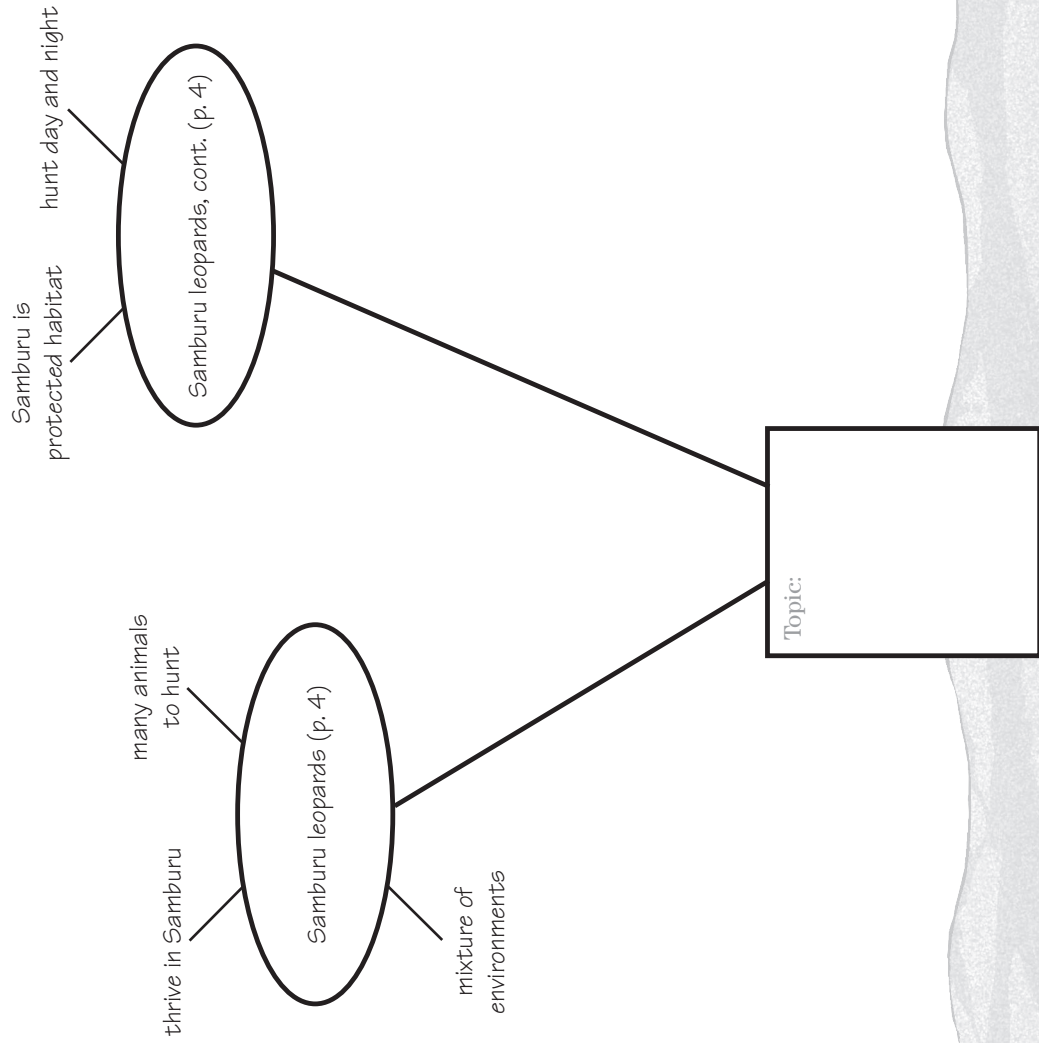
Idea Tree





Title: Leopards, cont.

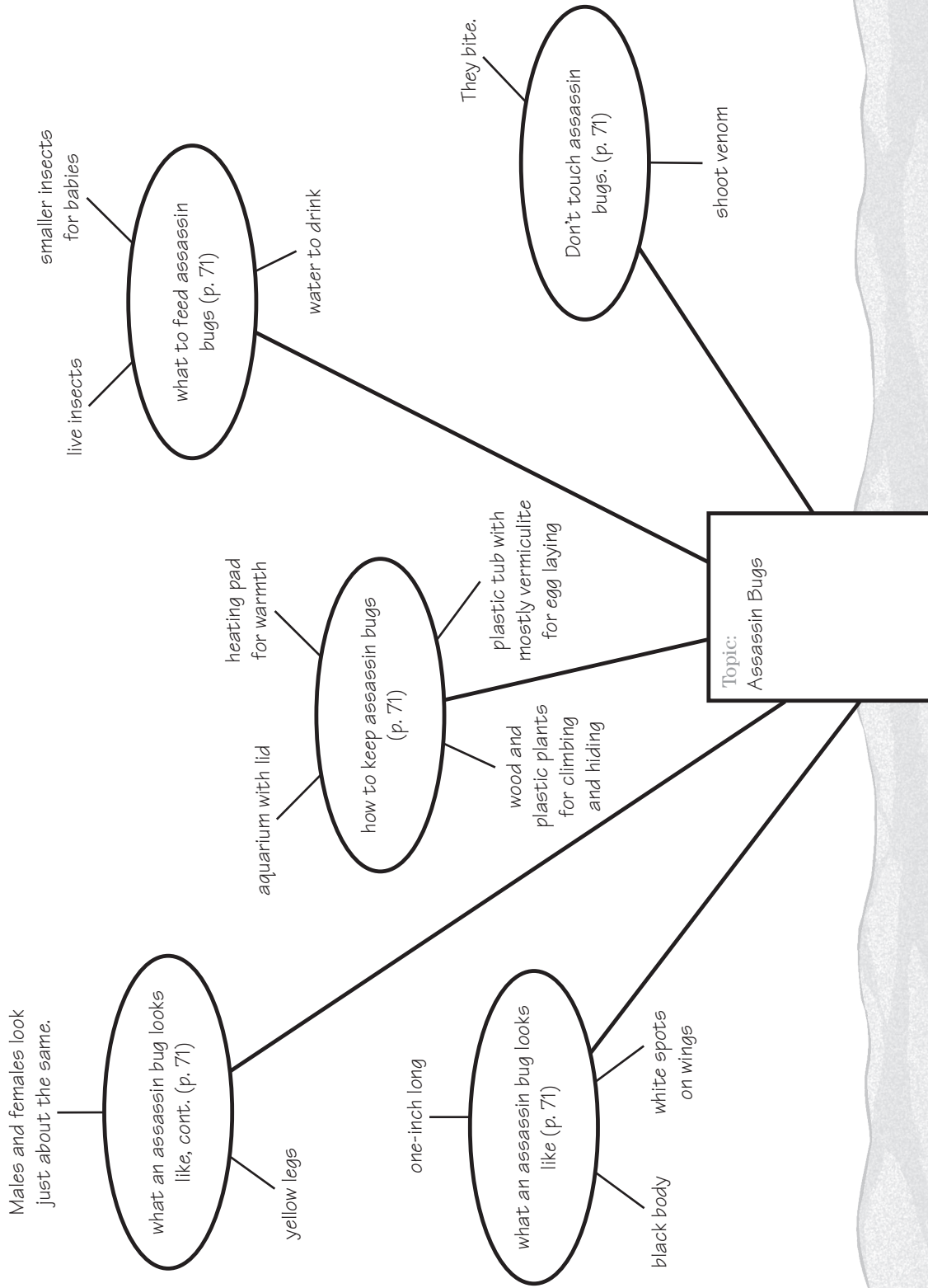
Idea Tree





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

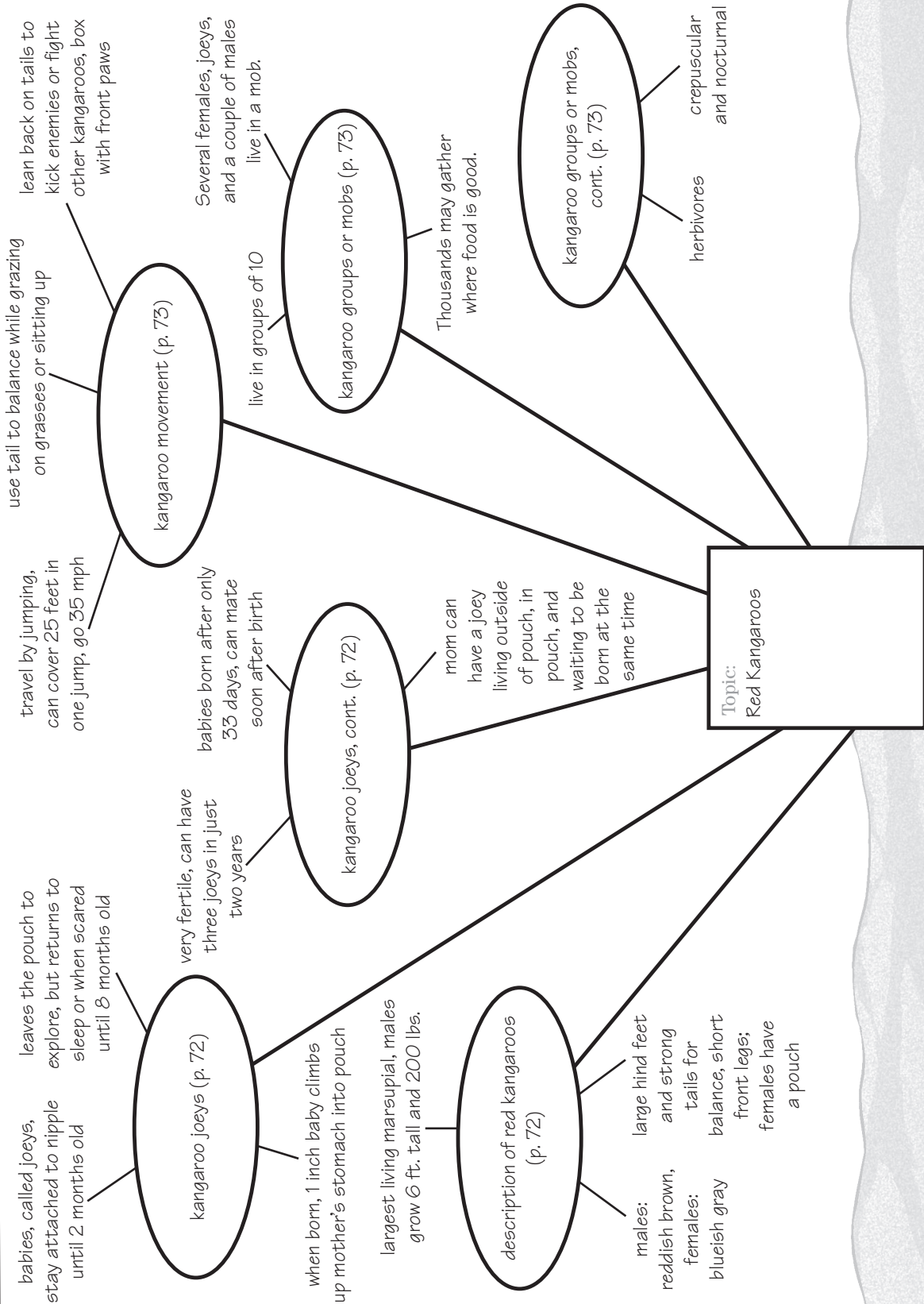
Idea Tree





Title: Leaping Red Kangaroos

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 6 / *Summarizing Saves the Animals: Samburu*

English Language Arts Standards: *Reading: Informational Text*

Key Ideas and Details

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

INFORMATIONAL (6 DAY)

Nature's Fury! Natural Disasters and What We Can Learn from Them

Written by Tanya Jackson

The Savvy Reader—Summarizing, A Collection of Readings, pages 79–108

Success for All Foundation, 2011

Summary

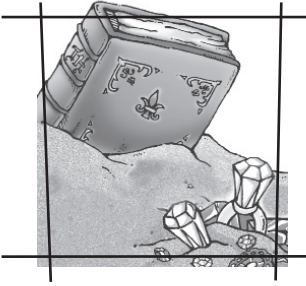
Nature can be beautiful, but it can also be furious and deadly. Learn about six of nature's most deadly events: volcanoes, earthquakes, tsunamis, hurricanes, floods, and tornadoes. Find out what we can learn from them and how scientists are helping us protect ourselves.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Summarizing (SU) Students will determine the information to include in a summary.	Connotation and denotation Students will think about the connotations of words to increase their understanding.	Write a newspaper article. Students will pretend that they are newspaper reporters and that their town just experienced an earthquake. They will write articles that answer the 5 Ws and describe the effects of the earthquake.
	Summarizing (SU) Students will summarize sections of the text using main ideas and supporting details.	Latin roots Students will use the Latin roots <i>ab</i> and <i>dis</i> to increase their understanding of words.	Write an observation journal entry. Students will pretend that they witnessed a natural disaster and will write a journal entry for a scientist that describes what they saw happen during the event.

CYCLE 1**Instructional Objectives**

	Reading	Word Power	Writing
	Summarizing (SU)	Connotation and denotation	Write a newspaper article.
CYCLE 1	Students will determine the information to include in a summary.	Students will think about the connotations of words to increase their understanding.	Students will pretend that they are newspaper reporters and that their town just experienced an earthquake. They will write articles that answer the 5 Ws and describe the effects of the earthquake.

**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 *Nature's Fury! Natural Disasters and What We Can Learn From Them* by Tanya Jackson. As we read, we'll summarize sections of the text. Good readers summarize as they read informational texts to check their understanding of the important ideas the author wants them to know.

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

- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students that 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. *Nature's Fury! Natural Disasters and What We Can Learn From Them*. It sounds like the text will be about natural disasters. I know that there are a lot of disasters that happen because of nature. I know some places are affected by certain disasters more than other places. 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 pictures of destroyed towns, volcanoes, and severe weather. I think the topic of the text is natural disasters.

- 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 natural disasters. Use **Random Reporter** to select students to share.
 - Use **Think-Pair-Share** to have students discuss why they think it might be important to understand the warning signs of some natural disasters, such as severe weather. Randomly select a few students to share.
 - Share a few interesting or important facts about natural disasters with students. For example, it is important to understand what problems your area might see that you should prepare for. Many natural disasters, such as wildfires, seem like they destroy nature, but they help nature bounce back in healthier populations than before.
- 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 *Nature's Fury! Natural Disasters and What We Can Learn From Them*, I saw a lot of headings and pictures about different kinds of natural disasters. I think the author's intent is to tell me about natural disasters. When we read, we should look for information that tells us about these.

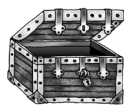
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

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

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

Vocabulary TP

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



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

Word and Page Number	Identification Strategy	Definition	Sentence
occurs page 82	base word + ending: occur + s	comes to mind	It never <i>occurs</i> to my dog that the cat doesn't like it when she licks her fur.

Word and Page Number	Identification Strategy	Definition	Sentence
evacuated page 85	base word + ending: evacuat(e) + ed	left, as for safety	The students <i>evacuated</i> the school building when the fire alarm sounded.
triggered page 85	base word + ending: trigger + ed	started, set off	The principal's joke <i>triggered</i> a moment of laughter during the assembly.
dormant page 86	chunk: dor-mant	asleep, inactive	Most bears lie <i>dormant</i> through the winter, emerging from their dens in spring.
lurches page 87	base word + ending: lurch + es	sways	The car <i>lurches</i> forward if you stomp on the gas too hard.
collapse page 87	chunk: col-lapse	fall down	Your snowman will <i>collapse</i> if you make the head too big for the body.
magnitude page 89	chunk: mag-ni-tude	size	The sheer <i>magnitude</i> of the ice cream sundae made me want to share it.
initial page 93	chunk: in-i-tial	first	The <i>initial</i> response to the plan was negative, but people started liking it the more they learned about it.

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. Randomly select a few students to share. *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 Mountain Above

Mt. Kilimanjaro is a mountain in Tanzania, which is in Africa.

Mt. Kilimanjaro is the tallest mountain in Africa. The highest point on Mt. Kilimanjaro is Uhuru Peak, which is 5,895 meters—more than 19,000 feet. The first men to climb Mt. Kilimanjaro were Hans Meyer and Ludwig Purtscheller. Mr. Meyer was from Germany, and Mr. Purtscheller was from Austria.

The Tanzanian government put a sign at the top of Mt. Kilimanjaro. It reads, “Congratulations! You are now at Uhuru Peak.” Climbers who reach the peak leave stickers on the sign.

At the top of the mountain are giant snowcaps. They are some of the biggest snowcaps in the world. But they are disappearing. Global warming is making them disappear. Scientists are worried about what that might mean for the rest of the planet.

- 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 Mt. Kilimanjaro. I’ll write that on my idea tree. Write “Mt. Kilimanjaro” on the idea tree as the topic. Let me think about the main ideas. I read that it’s in Tanzania. Write “in Tanzania” on the idea tree. I read that it’s the tallest mountain in Africa. Write “tallest mountain in Africa” on the idea tree. I read that Uhuru Peak, the highest point, is 5,895 meters. Write “Uhuru Peak is 5,895 meters” on the idea tree. I read about the two men who climbed it first, Meyer and Purtscheller. Write “two men climbed it first, Meyer and Purtscheller” on the idea tree. I also read about the disappearing snowcaps. Write “disappearing snowcaps from global warming” on the idea tree. Now I’ll reread for supporting details. Reread. My first main idea states that Mt. Kilimanjaro is in Tanzania. A supporting detail is “in Africa,” so I’ll add that. Another

main idea is that it is the tallest mountain in Africa. I'll add details about that to my idea tree. Continuing adding supporting details for each main idea.

- Model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

I've filled in my idea tree, so now I need to decide which information is important enough to include in a summary. Circle the ideas as you include them. My topic is Mt. Kilimanjaro, so I'll include that. I think that it's important that it's in Tanzania, so I'll include that. I think that it's important that it's the tallest mountain in Africa, so I'll include that too. I think the idea about its highest point is important, so I'll include the detail about Uhuru Peak. I think the actual height, 5,895 meters, is important, so I'll include that. I think the names of the men who climbed it first are important, so I'll include that detail. I think it's probably important that the snowcaps are disappearing, so I'll include that detail. I'll include all of these details in a summary.

Some of the details probably aren't as important, and I wouldn't include them in a summary. For example, I don't think it's important to know where the men who climbed the mountain came from. I also don't think it's important to know how high 5,895 meters is in feet. I don't think the information about the sign and the stickers is important. I would leave these details out of 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 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

Introduction

Nature really can be beautiful. Just think about the wonderful outdoors that this country has to offer, from the majestic Rocky Mountains in the west to the roaring surf of the Atlantic Ocean in the east, or from the vast Great Lakes in the north to the beautifully windswept canyons in the southwest. Other countries have beautiful natural places as well. You may have heard of the tall Himalayan Mountains or the arid beauty of the sweeping Sahara Desert. You may also have heard of the world's seven oceans. These are all beautiful places, full of richness and splendor.

(continued on next page)

But these places can also be very dangerous. Giant waves, called *tsunami* (soo-NAH-mee), can wipe out miles and miles of shoreline, leaving devastation in their paths. Rivers can flood past their banks, covering the surrounding landscape with water. Volcanoes can erupt, sending scalding hot lava cascading down around them. The earth can quake at any moment, leveling towns and cities. A lightning strike can ignite trees in a beautiful forest, causing a fire to roar through the trees and brush. Even beautiful snowcapped mountains can turn deadly, as sliding snow creates avalanches that smother everything in their paths.

In this book, we will explore six of nature's most amazing and destructive events: erupting volcanoes, earthquakes, tsunami, hurricanes, floods, and tornadoes. These events often create massive damage and destruction. In this book, we will learn what causes these terrifying events. We will also learn about some of the most deadly natural disasters in history. Also, at the end of each section, we'll find out what scientists learn from these events. We'll also find out how scientists learn to predict when disasters might strike. Once scientists can predict these events, people can be more prepared for their awesome, destructive power. Cities, homes, and even lives might be spared.

This section, the introduction to the text, is mainly about nature. That's my main idea, so I'll write that on my idea tree. Write "nature" 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

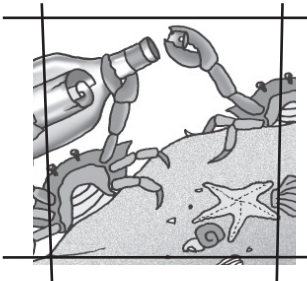
Team Talk

1. What is the main idea of the text on page 82? Explain why you think this is the main idea. (Write-On) |SU • MI|
2. Why should you be wary of tall, conical, and symmetrical volcanoes? |CE|

Team Talk *continued*

3. The problem with protecting people from volcanoes is that— |PSI|
 - a. people like living near fertile volcanic soil.
 - b. you can't predict when they will erupt.
 - c. people like living near a source of precious stones.
 - d. all the above
4. How is an earthquake different from a volcanic eruption? |CC • DCI|

- 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 82–87 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. What is the main idea of the text on page 82? Explain why you think this is the main idea. (Write-On) |SU • MI|

100 points = *The main idea of the text on page 82 is volcanoes. I think volcanoes is the main idea because the page tells me about volcanoes. I see diagrams that tell me about volcanoes. A text box gives me a fact about volcanoes.* **90 points** = *The main idea of the text on page 82 is volcanoes. I think this is the main idea because the page tells me about volcanoes. I see diagrams about them.* **80 points** = *It's about volcanoes. I see diagrams about them.*

2. Why should you be wary of tall, conical, and symmetrical volcanoes? |CE|

100 points = *You should be wary of tall, conical, and symmetrical volcanoes because scientists think these are more likely to erupt. They have had time to build themselves up. They haven't had an eruption recently to ruin their looks.* **90 points** = *You should be wary of tall, conical, and symmetrical volcanoes because scientists think these are more likely to erupt. They haven't had an eruption recently.* **80 points** = *Scientists think these volcanoes are more likely to erupt. They haven't had an eruption recently.*

3. The problem with protecting people from volcanoes is that— |PS|

- a. people like living near fertile volcanic soil.
- b. you can't predict when they will erupt.
- c. people like living near a source of precious stones.
- d. all the above

4. How is an earthquake different from a volcanic eruption? |CC • DC|

100 points = *An earthquake is different from a volcanic eruption because an earthquake just damages things from violent shaking. Earthquakes do not produce lava or ash.* **90 points** = *An earthquake is different from a volcanic eruption because an earthquake just damages things from violent shaking.* **80 points** = *They damage things from violent shaking, not erupting.*

- 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.

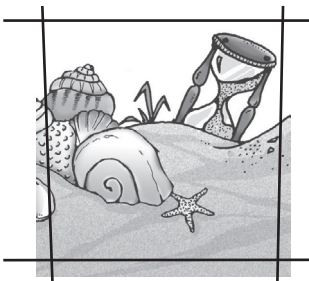
Team Talk Extenders

What do you know about volcanoes in the United States or around the world?
 Volcanoes are popular tourist destinations. Do you think it's wise to visit an object that could erupt violently at any time? Why or why not? Would you visit one?

- 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.

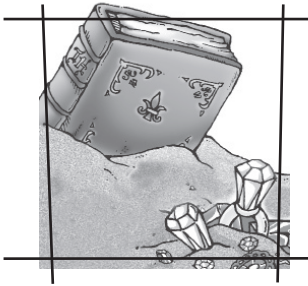
Page 82

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

Team Celebration Points

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

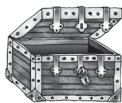
Set the Stage

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



Vocabulary **TP**

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



Strategic Review

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

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

Why is it hard to protect people from volcanic eruptions?

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 natural disasters. We read about volcanic eruptions. We started reading about earthquakes.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 88 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 88

Measuring Earthquakes

Earthquakes happen every day all around the world, although we don't feel the vast majority of them. Machines called seismographs have existed for a long time, but they can only tell you that an earthquake has occurred somewhere. Scientists wanted a way to tell how big an earthquake was. In 1935, a California scientist named Charles Richter created a system to measure earthquake magnitude, or size. Using seismographs, scientists measure the power of the seismic (SIZE-mik) waves, or waves of energy, caused by an earthquake. The closer a seismograph is to the earthquake's epicenter (ep-IH-sen-ter), the stronger the waves are. The farther away a seismograph is from the epicenter, the weaker the waves are. Once scientists know how powerful an earthquake's seismic waves are, they can use the Richter scale to determine the quake's magnitude.

The Richter scale measures earthquakes on a scale of 1–10, with 1 being the weakest and 10 indicating the strongest. Earthquakes with a magnitude less than 3.4 are so small that they are not even recorded on seismographs. Each magnitude on the scale indicates that an earthquake is ten times stronger than the one below it. Does this sound familiar? The Volcanic Explosivity Index we learned about earlier is based on the Richter scale. Let's learn about one of the most destructive earthquakes in history.

epicenter: The point on the surface of the earth directly above where the earthquake actually occurred.

A machine called a seismograph measures the power of the seismic waves.

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

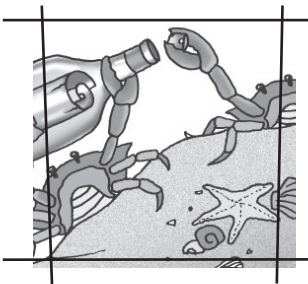
Preview Team Talk

- 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.

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Team Talk

1. What is the main idea of the text on page 89? Explain why you think this is the main idea. (Write-On) |SU • MI|
2. How have scientists worked to keep people safer during strong earthquakes? |PS|
3. What causes a tsunami? |CE|
4. What happened **after** the first tsunami wave hit Indonesia? |SQ|
 - a. People continued to enjoy a pleasant vacation.
 - b. People went back to the beach to see what happened.
 - c. It caused an earthquake in other countries around the world.
 - d. It made people run for higher ground all over the island.



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 89–94 aloud with partners.

- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. What is the main idea of the text on page 89? Explain why you think this is the main idea. (Write-On) |SU • MI

100 points = *The main idea of the text on page 89 is the Great San Francisco Earthquake. The heading is a clue to the main idea. Also, I see photographs and a caption that tell me about the damage done to San Francisco by an earthquake.* **90 points** = *The main idea of the text on page 89 is the Great San Francisco Earthquake. The heading is a clue to the main idea.* **80 points** = *It's about the Great San Francisco Earthquake. The heading is a clue.*

2. How have scientists worked to keep people safer during strong earthquakes? |PS|

100 points = *Scientists have worked to keep people safer during strong earthquakes by designing buildings to withstand shaking. They have stronger foundations. Tall buildings sway a little to absorb the seismic waves.* **90 points** = *Scientists have worked to keep people safe by designing buildings with stronger foundations and that sway with the waves.* **80 points** = *They design buildings with stronger foundations and that sway.*

3. What causes a tsunami? |CE|

100 points = *A tsunami is caused by sudden changes in the ocean floor. Earthquakes, volcanic eruptions, and landslides can cause a tsunami. It displaces water rapidly.* **90 points** = *A tsunami is caused by sudden changes in the ocean floor.* **80 points** = *It is caused by sudden changes in the ocean floor.*

Team Talk *continued*

4. What happened **after** the first tsunami wave hit Indonesia? [SQ]
- a. People continued to enjoy a pleasant vacation.
 - b. *People went back to the beach to see what happened.*
 - c. It caused an earthquake in other countries around the world.
 - d. It made people run for higher ground all over the island.

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

Class Discussion **TP**

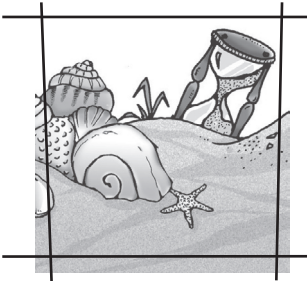


Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; width: 20%; padding: 5px; vertical-align: top;"> Team Talk Extenders </td> <td style="padding: 5px;"> Do you live in an area that experiences earthquakes often? How do you think an earthquake would affect your home? Why do you think there was no tsunami warning system in the Indian Ocean like in the Pacific Ocean? How do you think the new system will affect the people living in the Indian Ocean? </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	Do you live in an area that experiences earthquakes often? How do you think an earthquake would affect your home? Why do you think there was no tsunami warning system in the Indian Ocean like in the Pacific Ocean? How do you think the new system will affect the people living in the Indian Ocean?	

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**

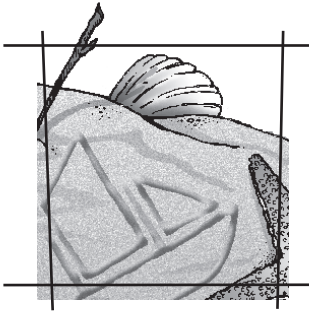
Timing Goal: 5 minutes

- 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.

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Page 89

- 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.



- 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).

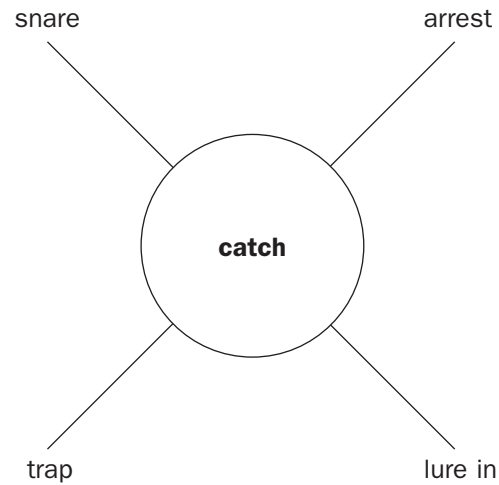
Word Treasure

Some words have different emotional content. They make us feel a certain way or create a certain image (mind movie) in our heads.

Consider the images word connotations create for you to increase your understanding of text.

- Remind students that denotation means the dictionary meaning of a word, and connotation means the feeling or cultural meaning that people attach to a word.

- Write the following words on the board in a word map.



- Point out that you used a word concept map to list synonyms of the word *catch*.
- Use **Think-Pair-Share** to have students consider if they would rather be caught, trapped, snared, arrested, or lured in. Randomly select a few students to share. (*Answers may vary.*) *Getting caught seems less rough than getting trapped, snared, or arrested.*
- Tell students that authors use certain words to imply certain things rather than stating them directly and that it is up to the reader to think about the connotations of the words to figure out what the text is saying.
- Tell students to think about word connotations as they read.
- 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

- Read each sentence. How does each sentence make you feel? What are the connotations of the word *tussled*? If you wish, draw a concept map, and record your ideas about the word.
 Donatello and Giovanni fought over the baseball card.
 Donatello and Giovanni tussled over the baseball card.
(Answers may vary.) Fought physically, wrestled.

Building Meaning			
occurs	evacuated	triggered	dormant
lurches	collapse	magnitude	initial

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.*

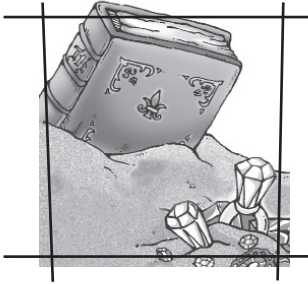
3. Choose the word that best fits in the blank.

I was so nervous before receiving my award that I thought I would collapse onstage.



- 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

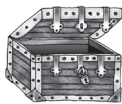
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 people return to the beach after the first tsunami wave?

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 a little more about earthquakes. We also read about tsunami.

- 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 1, you identified the main idea from the page and put it on the idea tree. Add supporting details to your idea tree as you reread. For example, nature can be dangerous.

A Collection of Readings,
page 81

Introduction

Nature really can be beautiful. Just think about the wonderful outdoors that this country has to offer, from the majestic Rocky Mountains in the west to the roaring surf of the Atlantic Ocean in the east, or from the vast Great Lakes in the north to the beautifully windswept canyons in the southwest. Other countries have beautiful natural places as well. You may have heard of the tall Himalayan Mountains or the arid beauty of the sweeping Sahara Desert. You may also have heard of the world's seven oceans. These are all beautiful places, full of richness and splendor.

But these places can also be very dangerous. Giant waves, called *tsunami* (soo-NAH-mee), can wipe out miles and miles of shoreline, leaving devastation in their paths. Rivers can flood past their banks, covering the surrounding landscape with water. Volcanoes can erupt, sending scalding hot lava cascading down around them. The earth can quake at any moment, leveling towns and cities. A lightning strike can ignite trees in a beautiful forest, causing a fire to roar through the trees and brush. Even beautiful snowcapped mountains can turn deadly, as sliding snow creates avalanches that smother everything in their paths.

(continued on next page)

In this book, we will explore six of nature's most amazing and destructive events: erupting volcanoes, earthquakes, tsunami, hurricanes, floods, and tornadoes. These events often create massive damage and destruction. In this book, we will learn what causes these terrifying events. We will also learn about some of the most deadly natural disasters in history. Also, at the end of each section, we'll find out what scientists learn from these events. We'll also find out how scientists learn to predict when disasters might strike. Once scientists can predict these events, people can be more prepared for their awesome, destructive power. Cities, homes, and even lives might be spared.

When we read this section the first time, I recorded the main idea, nature, on the idea tree. Now we'll use the information on the idea tree to write a summary of the section.

- Model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

Now I need to decide which details are important enough to include in a summary. My main idea is nature, so I'll definitely include that. Also, from the title of the text, I know that the text is about disasters such as volcanoes and earthquakes. So I'll include all the details about how dangerous nature can be. Circle *tsunami, floods, volcanoes, earthquakes, forest fires, and avalanches*. I don't think the details about the Great Lakes, the Atlantic Ocean, the Himalayan Mountains, and the Sahara are that important, so I'll leave those out.

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

Nature can be beautiful, but it can also be dangerous. There are many different kinds of disasters in nature, such as tsunami, floods, volcanoes, earthquakes, forest fires, and avalanches.

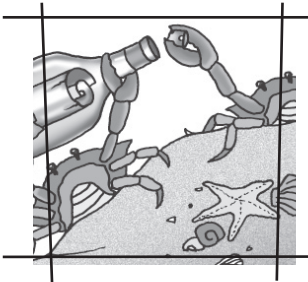
Preview Team Talk

- 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-21

Team Talk

1. The main idea of the text on page 82 is volcanoes. Use your idea tree to write a short summary of this section, and include at least three important ideas. (Write-On) |SU|
2. According to the chart on page 84, which volcano should we be most concerned about? |TF|
 - a. Pinatubo
 - b. Mount St. Helens
 - c. Yellowstone Caldera
 - d. Mono-Inyo Craters
3. Why does the author include the two photographs on page 85? |TF|
4. What happens when too much energy builds up at faults? |CE|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** pages 82–87 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. The main idea of the text on page 82 is volcanoes. Use your idea tree to write a short summary of this section, and include at least three important ideas. (Write-On) |SU|

100 points = *A volcano is a type of mountain that releases lava, ash, and gas. Volcanoes form because the earth is covered in plates. The plates push, pull, and slide past one another. When plates slide over one another, magma is forced up in the crust and a volcano forms. They form where plates pull apart and let magma rise up. They also form where the crust is weak and magma can rise through it.* **90 points** = *Volcanoes release lava, ash, and gas. They form because plates push, pull, and slide past one another. Magma is forced up in the crust, and a volcano forms where plates overlap, spread apart, or is weak.* **80 points** = *Volcanoes release lava, ash, and gas. They form because of plates. Magma rises where plates overlap, spread apart, or are weak.*

2. According to the chart on page 84, which volcano should we be most concerned about? |TF|

- a. Pinatubo
- b. Mount St. Helens
- c. Yellowstone Caldera
- d. Mono-Inyo Craters

3. Why does the author include the two photographs on page 85? |TF|

100 points = *The author includes the two photographs on page 85 so the reader can see how different Mount St. Helens looked before it erupted and after it erupted. The mountain blew off a lot of its top when it erupted.*

90 points = *The author includes the two photographs on page 85 so the reader can see how different Mount St. Helens looked before and after it erupted.* **80 points** = *They show how different Mount St. Helens looks.*

4. What happens when too much energy builds up at faults? |CE|

100 points = *When too much energy builds up at faults, the energy needs to be released. An earthquake happens.* **90 points** = *When too much energy builds up at faults, an earthquake happens.* **80 points** = *An earthquake happens.*

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

Class Discussion TP



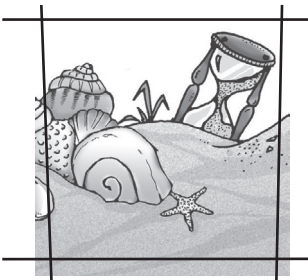
Strategy-Use Discussion	<ul style="list-style-type: none"> - Use Random Reporter to select two or three students to describe their team's strategy use with the class. - Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions.
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Team Talk Extenders	<p>Which do you think you would rather experience: a volcanic eruption or an earthquake? Why?</p> <p>Many people didn't want to evacuate from the area around Mount St. Helens. Do you think you would listen to government officials if they told you to evacuate? Why or why not?</p>
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	<ul style="list-style-type: none"> - Award team celebration points.
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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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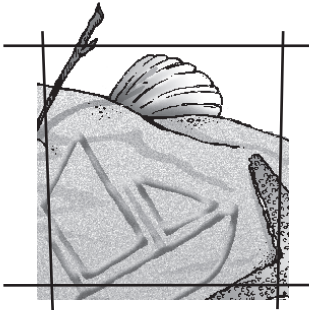


FLUENCY IN FIVE TP

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.

- 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 students to their vocabulary lists and the vocabulary word *collapse*. Have students read the definition.
- Read the following sentences aloud.

1. Luka was afraid she might fall down while on stage.
2. Luka was afraid she might collapse while on stage.



- Use **Think-Pair-Share** to have students tell you the feeling they get from each sentence. Randomly select a few students to share responses. (*Answers may vary.*) *The phrase fall down tells me that Luka might trip or do something else to make her fall while she is on stage. The word collapse tells me that she might fall suddenly or unexpectedly, like her legs might give out from under her.*
- 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

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *writhed*? If you wish, draw a concept map, and record your ideas about the word.

The worm wiggled when the bird caught it.

The worm writhed when the bird caught it.

(Answers may vary.) Twisted and moved as if in pain.

Building Meaning

occurs	evacuated	triggered	dormant
lurches	collapse	magnitude	initial

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. It occurs to me that if I make my lunch the night before, I won't have to rush to make it the next morning. *Occurs* means—
- comes to mind.
 - happens.
 - offends.
 - escapes memory.

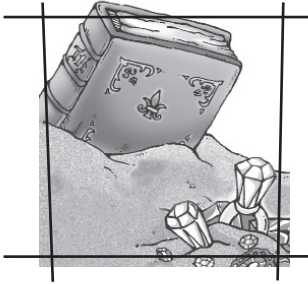


- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

Team Celebration Points

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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

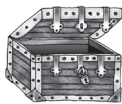
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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

**Strategic Review**

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

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

How did Mount St. Helens look different after the eruption?

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 volcanoes and volcanic eruptions. Volcanoes form where plates meet and divide. They also happen where the crust is weak. There are many different kinds of volcanoes that erupt differently. Mount St. Helens was an important eruption in U.S. history. Scientists can't predict volcanoes, but they can observe them and see signs that the mountains are unstable. Earthquakes also happen because of plate movement. They often happen where plates slide past one another. They do not produce lava, but they cause damage by shaking the ground.

- 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 88 aloud. Remind students that on day 2, you identified the main idea from the page and put it on the idea tree. Add supporting details to the idea tree as you reread. For example, earthquakes happen all the time even if we don't know it.

A Collection of Readings,
page 88

Measuring Earthquakes

Earthquakes happen every day all around the world, although we don't feel the vast majority of them. Machines called seismographs have existed for a long time, but they can only tell you that an earthquake has occurred somewhere. Scientists wanted a way to tell how big an earthquake was. In 1935, a California scientist named Charles Richter created a system to measure earthquake magnitude, or size. Using seismographs, scientists measure the power of the seismic (SIZE-mik) waves, or waves of energy, caused by an earthquake. The closer a seismograph is to the earthquake's epicenter (ep-IH-sen-ter), the stronger the waves are. The farther away a seismograph is from the epicenter, the weaker the waves are. Once scientists know how powerful an earthquake's seismic waves are, they can use the Richter scale to determine the quake's magnitude.

(continued on next page)

The Richter scale measures earthquakes on a scale of 1–10, with 1 being the weakest and 10 indicating the strongest. Earthquakes with a magnitude less than 3.4 are so small that they are not even recorded on seismographs. Each magnitude on the scale indicates that an earthquake is ten times stronger than the one below it. Does this sound familiar? The Volcanic Explosivity Index we learned about earlier is based on the Richter scale. Let's learn about one of the most destructive earthquakes in history.

epicenter: The point on the surface of the earth directly above where the earthquake actually occurred.

A machine called a seismograph measures the power of the seismic waves.

When we read this section the first time, I recorded the main idea, measuring earthquakes, on the idea tree. Now we'll use the information on the idea tree to write a summary of the section.

- Model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

I've filled in my idea tree, so I 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 measuring earthquakes. That's important, so I'll include it. I think the detail about how earthquakes happen all the time, even if we don't know it, is important, so I'll include that. The information about seismographs is important because that is how scientists measure earthquakes, so I'll include those details. Do I need to include the detail that the VEI is related to the Richter scale? That information is interesting, but it doesn't seem as important as the other details. I won't include that detail in my summary. But I do want to include the details about how the Richter scale works.

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

Earthquakes happen all around the world every day, but we can't feel most of them. Scientists use seismographs to measure the strength of earthquakes. They record the power of the seismic waves. Then they measure them from one to ten on the Richter scale.

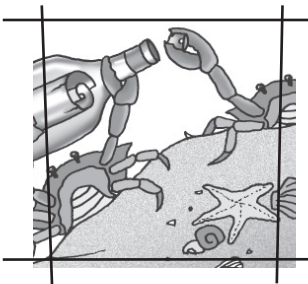
Preview Team Talk

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

Student Edition, page S-21

Team Talk

1. Why did the United States government use dynamite after the San Francisco earthquake? Did it work? |CE|
2. According to the fact box on page 91, how is a tsunami different from a tidal wave? |CC • TF|
3. Why do you think the author recommends you leave the beach immediately if you feel an earthquake? |DC|
4. Use information from your idea tree to write a summary of this cycle of *Nature's Fury! Natural Disasters and What We Can Learn from Them*. (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 89–94 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 United States government use dynamite after the San Francisco earthquake? Did it work? |CE|

100 points = *The United States government used dynamite after the San Francisco earthquake because they wanted to stop the fires. They blew up buildings hoping the rubble would stop the fires from spreading. It did not work.* **90 points** = *The United States government used dynamite after the San Francisco earthquake because they wanted to stop the fires from spreading. It did not work.* **80 points** = *They wanted to stop the fires from spreading. No.*

2. According to the fact box on page 91, how is a tsunami different from a tidal wave? |CC • TF|

100 points = *According to the fact box on page 91, a tsunami is different from a tidal wave because a tsunami is not caused by the gravitational pull of the sun and moon. Tsunami are caused when the ocean floor changes suddenly. Tides are caused by the sun and moon.* **90 points** = *According to the fact box on page 91, a tsunami is different from a tidal wave because a tsunami is not caused by the gravitational pull of the sun and moon like tides.* **80 points** = *They are not caused by the gravitational pull of the sun and moon.*

3. Why do you think the author recommends you leave the beach immediately if you feel an earthquake? |DC|

100 points = *I think the author recommends you leave the beach immediately if you feel an earthquake because you have no way of knowing where the earthquake happened. If it happened out in the ocean, it could cause a tsunami. You should be prepared for a tsunami just in case.* **90 points** = *I think the author recommends you leave the beach immediately if you feel an earthquake because you have no way of knowing where the earthquake happened. It could cause a tsunami.* **80 points** = *You have no way of knowing where the earthquake happened. It could cause a tsunami.*

Team Talk *continued*

4. Use information from your idea tree to write a summary of this cycle of *Nature's Fury! Natural Disasters and What We Can Learn from Them*. (Write-On) |SU|

100 points = *There are many kinds of natural disasters that happen on earth. Volcanoes are one kind of natural disaster. They release lava, ash, and gas on the surface of the planet. There are many kinds of volcanoes. Eruptions are hard to predict. Earthquakes are another kind of disaster. They shake the ground violently and can collapse buildings. Scientists cannot predict them. Tsunami are a natural disaster often caused by volcanoes and earthquakes. These waves flood beaches and carry away anything in their path. Scientists can detect tsunami and warn people to leave the area.*

90 points = *There are many kinds of natural disasters. Volcanoes are one kind of natural disaster. They release lava, ash, and gas. Eruptions are hard to predict. Earthquakes are another disaster. They shake the ground violently. Scientists cannot predict them. Tsunami are a natural disaster often caused by volcanoes and earthquakes. These waves flood beaches. Scientists can detect tsunami.*

80 points = *There are many kinds of natural disasters. Volcanoes release lava, ash, and gas. Eruptions are hard to predict. Earthquakes shake the ground violently. Scientists cannot predict them. Tsunami are caused by volcanoes and earthquakes. Scientists can detect tsunami.*

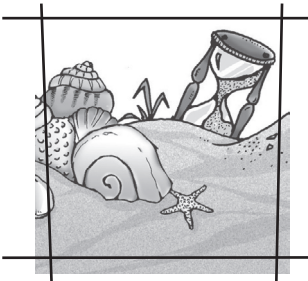
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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	Team Talk	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
	Extenders	<p>Do you think an earthquake would affect a city in the United States the same today as it did in 1906? Why or why not?</p> <p>The United States frequently helps nations, such as Haiti and Indonesia, recover from natural disasters. Do you think it's important for countries to help others when disaster strikes? Why or why not?</p>
		<ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries.

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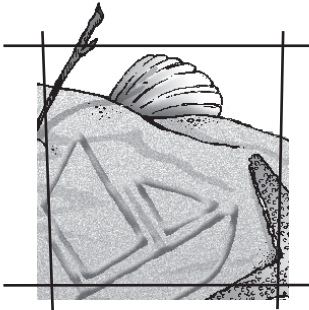


FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

- 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 the text and that they should pay attention to the words used to describe people, things, and ideas.

Preparation: Display the Word Power Challenge.

Word Power Challenge

Terrell wanted Pablo's cupcake.

Terrell coveted Pablo's cupcake.



- Direct students' attention to the Word Power Challenge. Use **Think-Pair-Share** to have students tell you the connotations of the underlined words. Randomly select a few students to share. (*Answers may vary.*) *The word wanted tells me Terrell would like Pablo's cupcake. The word coveted tells me how badly Terrell wants the cupcake. If Terrell covets it, he might want to steal it.*
- Remind students that paying attention to the connotations of words increases their understanding of text.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Skill Practice

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *snugly*? If you wish, draw a concept map, and record your ideas about the word.

I wrapped my winter coat tightly around me.

I wrapped my winter coat snugly around me.

(Answers may vary.) Warmly and comfortably.

Building Meaning

occurs	evacuated	triggered	dormant
lurches	collapse	magnitude	initial

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.

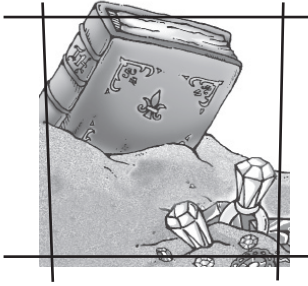
Raquel's simple water balloon prank triggered a yearlong battle between her and the children next door.



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

Team Celebration Points

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

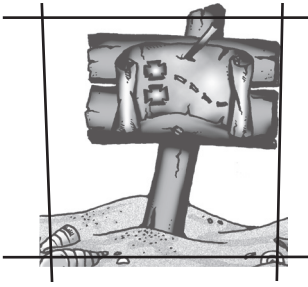
Today you will read about landslides. These natural disasters happen frequently in the United States and around the world.

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

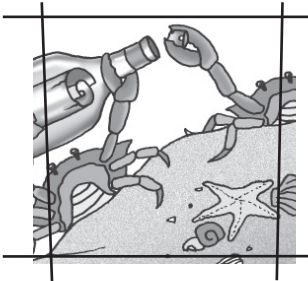
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they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

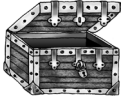
Team Discussion **TP**

- 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.

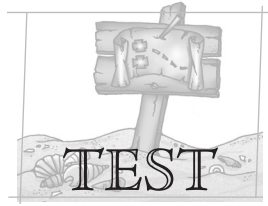


Class Discussion TP

- 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.

Landslides

Imagine standing near the top of a steep slope. It recently rained a lot in your area, so the ground is a little soft. Suddenly you feel the earth shudder under your feet. The whole slope in front of you is sliding downward at an alarming speed. Luckily you are on stable ground, but the mass of earth flows over the road below, blocking it completely.

You just witnessed a landslide. This happens when gravity acts on the soil and rock on a slope. The soil and rock are not strong enough to hold together on the hill anymore. Heavy rains, earthquakes, volcanic eruptions, or even human construction can cause a landslide. Mudflows happen when the soil on a hillside is extremely wet.

The world's most significant recorded landslide happened when Mount St. Helens erupted in 1980. A fourteen-mile-long avalanche of debris flowed down the mountain, followed by a fifty-mile-long mudflow. It destroyed nearly sixty miles of highway and forty-seven bridges in Washington.

Landslides are common in many parts of California. Each year, shifting soil causes homes to tumble down hillsides and over cliffs. The best way to avoid being affected by landslides is to not build on steep slopes. You can also have geologists examine your property for slope weakness. Planting trees and shrubs on slopes can keep the hillside stable. The roots provide a foundation that strengthens the soil and keeps it from slipping too far.

Sources: landslides.usgs.gov/learning/ls101.php

landslides.usgs.gov/learning/faq/

www.fema.gov/hazard/landslide/ls_before.shtm

landslides.usgs.gov/learning/majorls.php

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 landslides. I know this is the topic because the title has the word landslides in it. I learned information about what causes landslides.* **15 points** = *The topic of this text is landslides. The title has the word landslides in it.* **10 points** = *It is about landslides. The title tells me.*

30 points

2. What is the intent of the author? |AP|
- to show the reader images of famous landslides
 - to inform the reader about the danger of landslides*
 - to persuade the reader to become a geologist
 - to entertain the reader with landslide stories

How do you know?

20 points = *I think the intent of the author is to inform me about landslides because I learned a lot of information about them. I learned about the damage they cause. I learned how to prevent them. I do not see images or read information that persuades or entertains me.*

15 points = *I think the intent of the author is to inform me about landslides because I learned a lot of information about them. I learned about the damage they cause.*

10 points = *The author wants to inform me about landslides. I learned about them.*

20 points

3. How do you think landslides and mudflows are different? How can you tell? |DC • CCI

20 points = *I think landslides and mudflows are different because landslides are made from dry rock and soil, while mudflows are made from extremely wet soil. I can tell because the passage says that a mudflow happens when the soil is extremely wet. The soil must be dry when it just forms a landslide.*

15 points = *I think landslides and mudflows are different because landslides are made from dry rock and soil, while mudflows are made from extremely wet soil. The passage says mudflows happen with extremely wet soil.*

10 points = *Landslides are made from dry rock and soil, while mudflows are made from extremely wet soil.*

20 points

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

20 points = *Landslides are a natural disaster that happens when the soil on a hill becomes too heavy and unstable and slips. They can be caused by volcanoes, earthquakes, heavy rains, or even people. Landslides and mudflows from Mount St. Helens damaged roads and bridges in Washington State. You can help prevent landslides by planting trees and shrubs on hillsides.*

15 points = *Landslides happen when the soil on a hill becomes too heavy and slips. They can be caused by volcanoes, earthquakes, heavy rains, or people. Landslides from Mount St. Helens damaged roads and bridges. You can prevent landslides by planting on hillsides.*

10 points = *Landslides happen when the soil on a hill slips. Other natural disasters can cause them. Landslides from Mount St. Helens caused damage. Plants on hills prevent landslides.*

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? Draw a concept map if necessary.

5 points

1. Delilah walked down the street.

Delilah sauntered down the street.

What is the connotation of the word *sauntered*?

Walked leisurely, took her time.

5 points

2. A group of preschoolers ran to the park.

A horde of preschoolers ran to the park.

What is the connotation of the word *horde*?

A large, uncontrolled group.

5 points

3. The neighbors were having a fight about the new fence.

The neighbors were having a feud about the new fence.

What is the connotation of the word *feud*?

A long, continued fight that lasts for years.

5 points

4. Margo surprised me as I turned the corner.

Margo ambushed me as I turned the corner.

What is the connotation of the word *ambushed*?

Attacked by surprise.

Building Meaning

occurs	evacuated	triggered	dormant
lurches	collapse	magnitude	initial

10 points

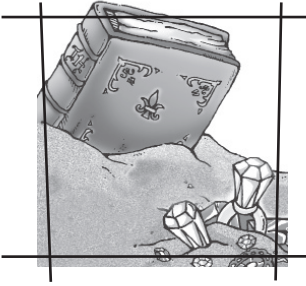
5. Write a meaningful sentence for the word *evacuated*.

10 points = Students evacuated the cafeteria in a hurry when someone said they spotted a mouse running around under the tables. **5 points** = Students evacuated the cafeteria when someone spotted a mouse. **1 point** = Students evacuated the cafeteria.

10 points

6. When a baby first learns to walk, it lurches unsteadily on its legs while trying to move forward.

- 10 points** 7. I wasn't prepared for a mall the magnitude of the new one, with its soaring ceiling and huge food court. *Magnitude* means—
- a. color.
 - b. feel.
 - c. *size*.
 - d. flavor.
- 10 points** 8. In *Sleeping Beauty*, the princess lies dormant until her true love kisses her awake.
- 10 points** 9. After being surprised by the initial sound of the vacuum, my dog was never bothered by it again. *Initial* means—
- a. after.
 - b. former.
 - c. last.
 - d. *first*.
- 10 points** 10. It never occurs to my brother that he could walk to school just as quickly as the bus gets him there.
- 10 points** 11. The strong winds caused the tent to collapse, so we decided the camping trip was over. *Collapse* means—
- a. start up.
 - b. shake.
 - c. *fall down*.
 - d. tear.
- 10 points** 12. The aftershocks triggered panic as people feared another big earthquake was coming.

**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 and your town has just experienced a large earthquake. You are already at work gathering information from witnesses and experts about the earthquake so you can publish a story in the newspaper.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing a newspaper article.

Have you ever read the newspaper? You might have one delivered to your home or pick one up at a store. Newspapers used to be the most-important way people learned news from across the country and world. Before there were telephones, televisions, or the Internet, a newspaper was the best way to learn about events. Newspapers are still popular and even share their stories on the Internet so readers from around the world can learn about events in other places.

- Display the following news article. Read the article aloud to students.

Blackline master provided.

August 13, 2010

Tornado Traumatizes Small Town

By Joe Gaither

August 12, Laketown, Neb.—A tornado ripped through the middle of the city at 2 p.m. as a chain of violent thunderstorms passed over the area. The tornado caused damage to the public library and a school gym, but no one was injured in the event.

Around 1:50 p.m., the town's tornado siren sounded the alarm that the conditions were right for tornado activity. Ten minutes later, a tornado that has been confirmed as an F3 touched down just outside the town and traveled through the center of the city.

"Luckily the siren had sounded and warned anyone within hearing distance to seek cover in a storm cellar," Fire Chief Raymond Kelly explained. "Most residents in the town were able to make it to a safe location before the tornado touched down."

The tornado traveled in a path that only severely damaged two buildings in town: the public library and the high school gym.

"We were lucky that the library was mostly empty at that time of day," librarian Agatha Monroe said. "We were able to round everyone up easily before getting to the shelter."

The library lost its roof and three walls to the tornado. Its books are scattered around the town or lost forever.

Principal Alicia Johnson of Laketown High School explained that her students did exactly as they practiced in tornado drills, and no one was injured. The ceiling of the gym and its windows were all damaged by the tornado's winds.

The town council will hold a public meeting at the high school on Tuesday, August 16 to discuss repairs to the library and gym.



- Use **Think-Pair-Share** to have students identify the news event this article discusses. Randomly select a few students to share. *A tornado touched down in Laketown, Nebraska and damaged two buildings.*



- Use **Team Huddle** to have students discuss the 5 Ws of news as they pertain to the article. Use **Random Reporter** to select students to share.

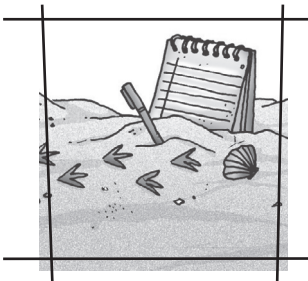
People read the newspaper to learn news. They want to know facts quickly, especially when they read about something like a tornado. Newspaper reporters make sure they answer the 5 Ws of news first. The 5 Ws ask the following questions: Who? What? When? Where? Why? Let's see how the 5 Ws apply to this article. First, who is involved in this article? The residents of Laketown, Nebraska. Right. They were affected by the tornado. What happened? A tornado touched down and damaged the library and high school gym. Good. When did this happen? It happened around 2 p.m. on August 12, 2010. Right. Where did it happen? Laketown,

Nebraska. Good. Why did the damage happen? The tornado passed over or near the buildings. The winds damaged them. Good.

- Explain the parts of a newspaper article to students.

In addition to answering the 5 Ws, newspaper reporters write their articles in a format that helps deliver the most-important news first. The first thing you see in a newspaper article is the date. This lets you know when the article was written. Then you see a headline. The headline should grab your attention and make you want to read the article. Next there is a byline. This tells you who wrote the article. Now we come to the body of the article. It begins with a dateline. The dateline tells when and where the events in the article happened. If you look at the dateline in this article, you can see that the tornado event happened the day before the article was published. That is important to know. The dateline appears before the lead paragraph. This is the first paragraph in the article. It should answer as many of the 5 Ws as possible. When you told me the 5 Ws in the article, you got all that information from the first two sentences. People want to know this information first. After that, reporters provide more details about what happened. The paragraphs in a newspaper are shorter than you are used to writing. They are usually only two to three sentences in length.

- Tell students they will write a newspaper article about an earthquake that happened in their town.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will pretend that you are a newspaper reporter and are writing about an earthquake that just happened in your town.



- 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

Pretend that you are a reporter for the town newspaper. An earthquake has just happened, and you need to write an article about it! Your article will need to answer the 5 Ws of news: Who? What? When? Where? Why? The article should describe how the earthquake has affected your city. Think about the earthquakes you read about in *Nature's Fury! Natural Disasters and What We Can Learn from Them*. Your article should include at least two quotes: one should be from a scientist who studies earthquakes, and the other should be from an eyewitness. Remember to write your article in the correct format (date, headline, byline, dateline, lead paragraph, body).

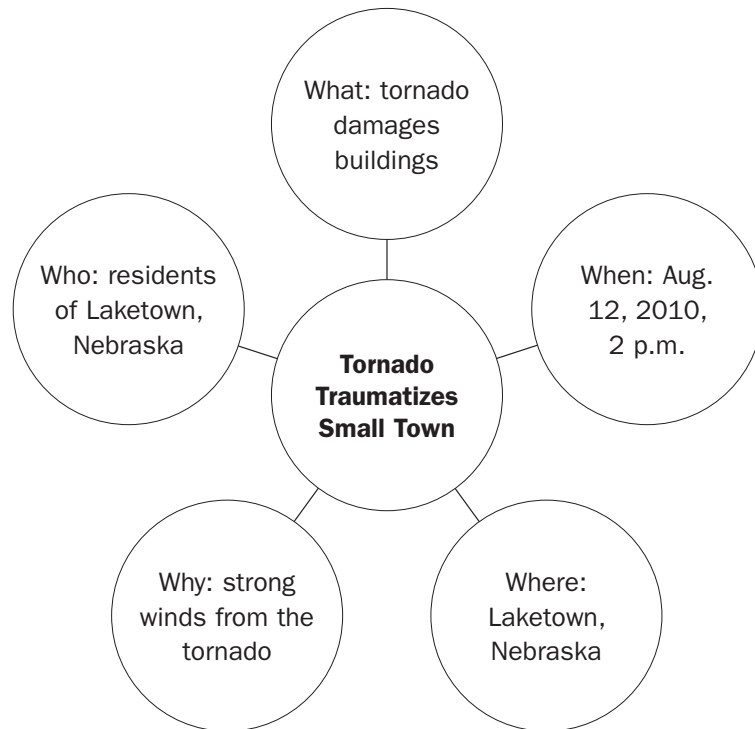
Scoring Guide

You write an article about an earthquake in your town.	20 points
You answer the 5 Ws.	10 points each (50 points maximum)
You describe how the earthquake has affected the town.	10 points
You include at least two quotes: one from a scientist and one from an eyewitness.	5 points each (10 points maximum)
Your article is in the correct format (date, headline, byline, dateline, lead paragraph, body).	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 newspaper articles.

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

Sample Graphic Organizer**Drafting**

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- 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.
- Tell students it is important to make sure the quotes in their articles are formatted correctly.

The quotes that appear in your newspaper articles are very similar to the quotes that appear in books. The words spoken by the person must be in quotation marks, and the speaker must be attributed. Let's take a look at some sample quotes.

- Display the following sample quotes.

Blackline master provided.

"A seismograph measured the earthquake as a magnitude 6.2," Dr. Charles Picard, an earthquake expert, explained. "For our area, that's a pretty big earthquake."

"I heard a tremendous bang!" Julia Sanford, 13, exclaimed.

Montel Rudolf, 12, explained, "I was playing baseball with some friends when the ground started shaking crazily beneath my feet!"



- Use **Team Huddle** to have students discuss how to write quotes properly. Use **Random Reporter** to select students to share.

Let's look at the first quote. What do you notice about the end of the quote? *It ends with a comma. Right. Even though this quote is a complete sentence, the attribution comes after the quote. In this case, the quote will end with a comma inside the quotation marks, and the period goes after the attribution. Let's look at the second quote. How is this similar to the first quote?* *The quote comes before the attribution. Right. There is a key difference at the end of the quote. Can you identify it?* *The quote ends with an exclamation point. It is inside the quotation marks. Good. When your quote is an exclamation or a question, the exclamation point and question mark will go inside the quotation marks. You will still put a period after the attribution. The last quote shows how you format a quote when it comes after an attribution. What do you notice about the attribution for Dr. Charles Picard?* *It says he is an earthquake expert. Why do you think it is important to include that information with his name?* *It lets readers know what Dr. Picard does. It lets readers know why he knows this information*

about earthquakes. Right. If that information were not included, you might wonder what kind of doctor he is. You might wonder why a medical doctor knows about earthquakes! What do you notice about the attributions for Julia and Montel? There are numbers after their names. What do you think these might be? I think they are their ages. Right. Julia and Montel are just eyewitnesses. You include their ages so readers can know exactly which Julia Sanford or Montel Rudolf is speaking in the quote. If there are two people with the same name in a town, it is important to know which one is quoted.

- Tell students to check their quotes in their articles. Tell students they may use the sample quotes as models for their own quotes.
- 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?

A Mountain Above

Mt. Kilimanjaro is a mountain in Tanzania, which is in Africa. Mt. Kilimanjaro is the tallest mountain in Africa. The highest point on Mt. Kilimanjaro is Uhuru Peak, which is 5,895 meters—more than 19,000 feet. The first men to climb Mt. Kilimanjaro were Hans Meyer and Ludwig Purtscheller. Mr. Meyer was from Germany, and Mr. Purtscheller was from Austria.

The Tanzanian government put a sign at the top of Mt. Kilimanjaro. It reads, “Congratulations! You are now at Uhuru Peak.” Climbers who reach the peak leave stickers on the sign.

At the top of the mountain are giant snowcaps. They are some of the biggest snowcaps in the world. But they are disappearing. Global warming is making them disappear. Scientists are worried about what that might mean for the rest of the planet.



August 13, 2010

Tornado Traumatizes Small Town

By Joe Gaither

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“Luckily the siren had sounded and warned anyone within hearing distance to seek cover in a storm cellar,” Fire Chief Raymond Kelly explained. “Most residents in the town were able to make it to a safe location before the tornado touched down.”

The tornado traveled in a path that only severely damaged two buildings in town: the public library and the high school gym.

“We were lucky that the library was mostly empty at that time of day,” librarian Agatha Monroe said. “We were able to round everyone up easily before getting to the shelter.”

The library lost its roof and three walls to the tornado. Its books are scattered around the town or lost forever.

Principal Alicia Johnson of Laketown High School explained that her students did exactly as they practiced in tornado drills, and no one was injured. The ceiling of the gym and its windows were all damaged by the tornado’s winds.

The town council will hold a public meeting at the high school on Tuesday, August 16 to discuss repairs to the library and gym.

“A seismograph measured the earthquake as a magnitude 6.2,” Dr. Charles Picard, an earthquake expert, explained. “For our area, that’s a pretty big earthquake.”

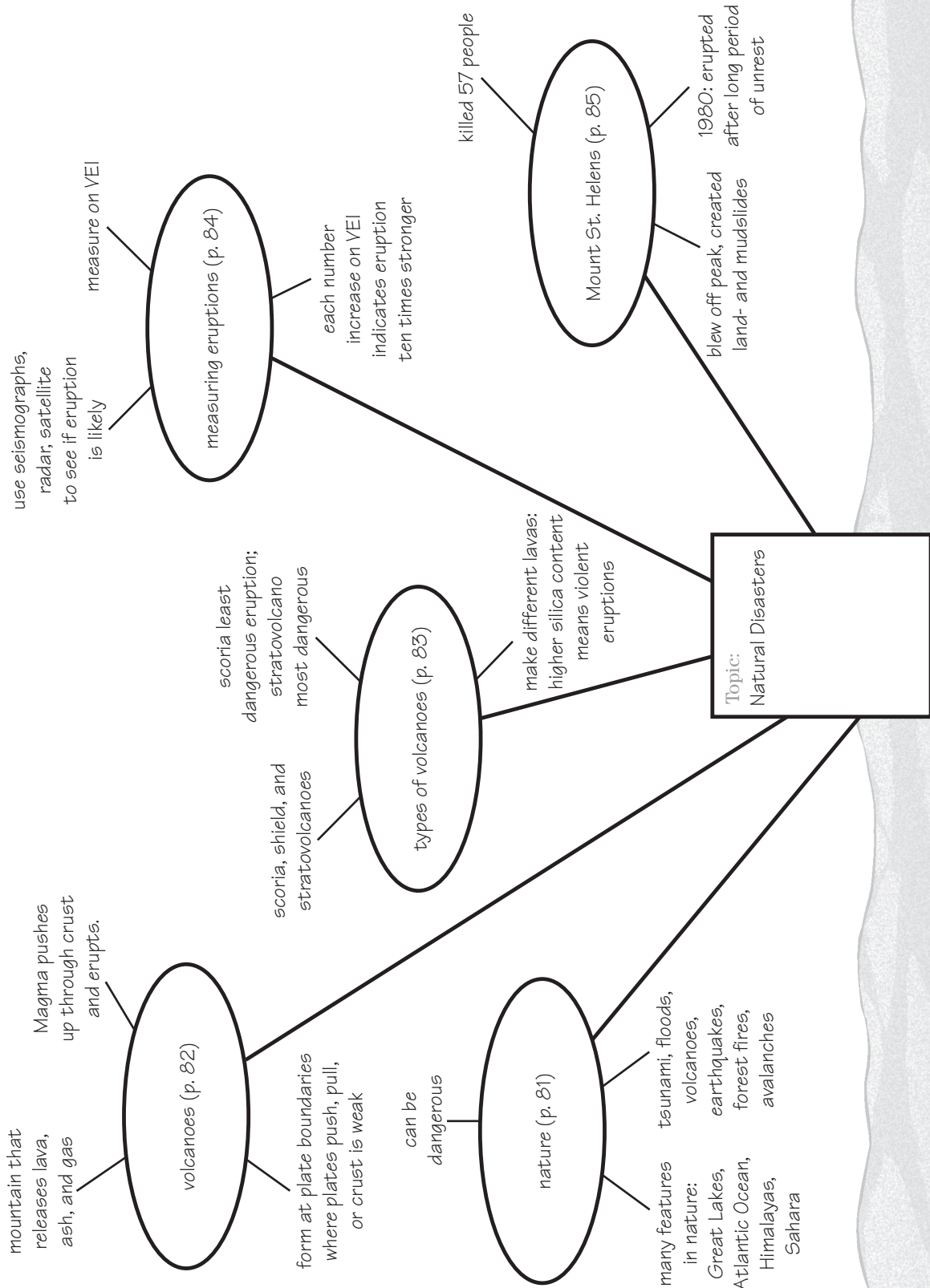
“I heard a tremendous bang!” Julia Sanford, 13, exclaimed.

Montel Rudolf, 12, explained, “I was playing baseball with some friends when the ground started shaking crazily beneath my feet!”

Nature's Fury! Natural Disasters and What We Can Learn from Them, cycle 1



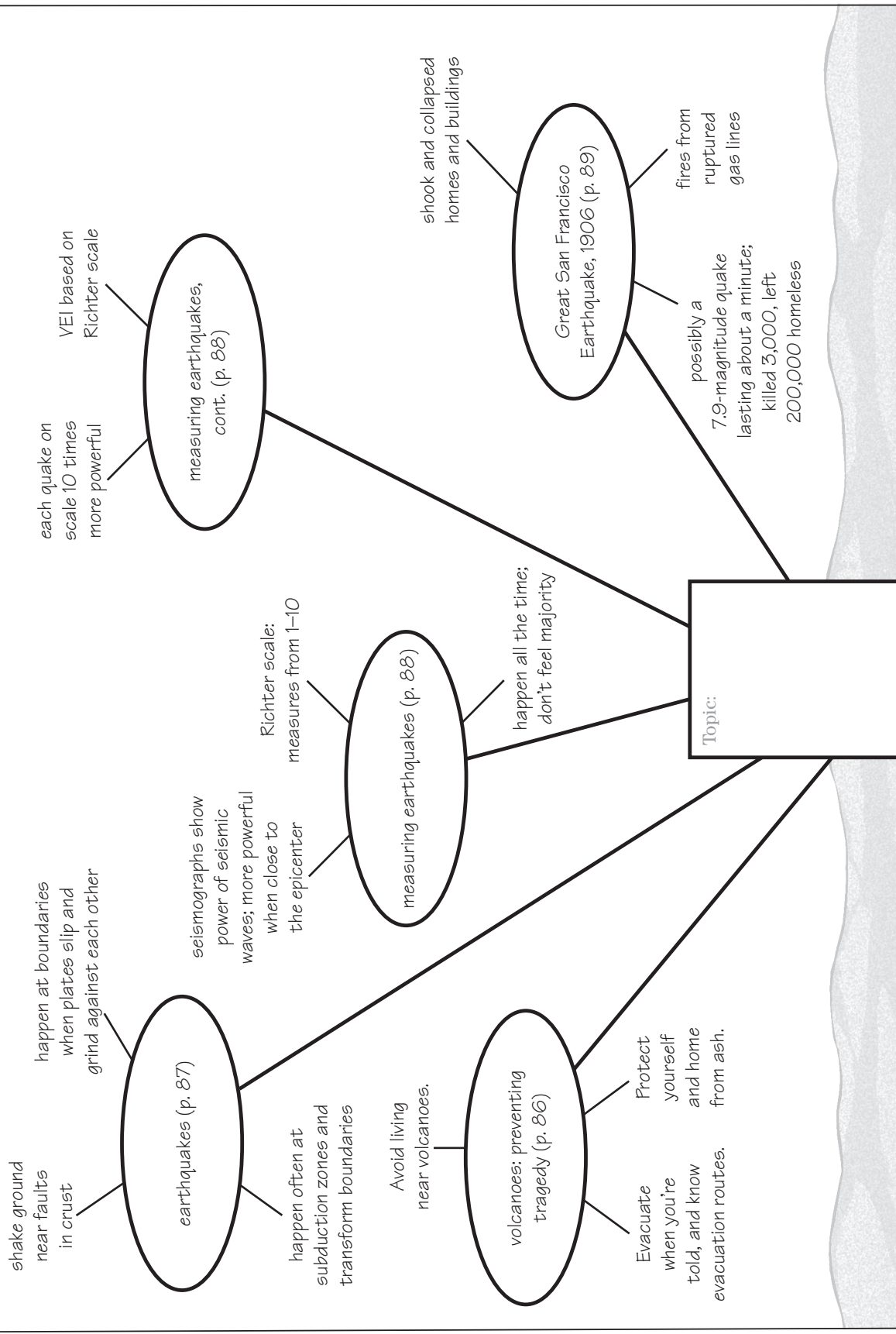
Idea Tree



Nature's Fury! Natural Disasters and What We Can Learn from Them, cycle 1, cont.



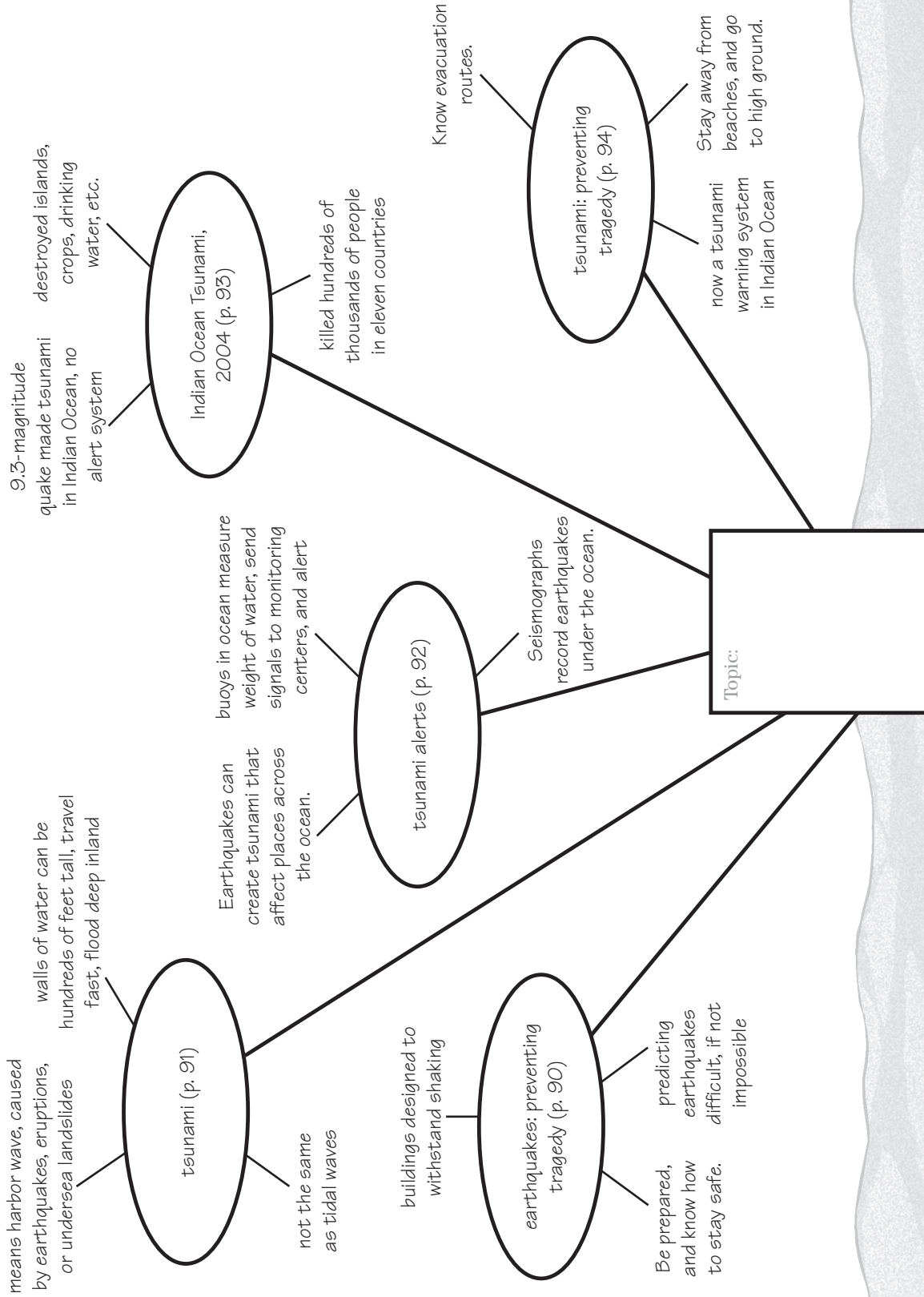
Idea Tree



Nature's Fury! Natural Disasters and What We Can Learn from Them, cycle 1, cont.



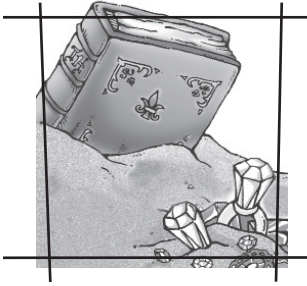
Idea Tree



CYCLE 2

Instructional Objectives

	Reading	Word Power	Writing
	Summarizing (SU)	Latin roots	Write an observation journal entry.
CYCLE 2	Students will summarize sections of the text using main ideas and supporting details.	Students will use the Latin roots <i>ab</i> and <i>dis</i> to increase their understanding of words.	Students will pretend that they witnessed a natural disaster and will write a journal entry for a scientist that describes what they saw happen during the event.

**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 *Nature's Fury! Natural Disasters and What We Can Learn from Them* by Tanya Jackson. As we read, we'll continue to decide which information from the text to include in a summary. Good readers summarize as they read informational texts to check their understanding of the important ideas the author wants them to know.

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



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

I know that when we read informational texts, we use TIGRRS to help us better understand the text. I remember the first step of TIGRRS is to identify the topic of the text. We identified the topic of the text in cycle 1. The topic of the text is natural disasters. We read about volcanoes, earthquakes, and tsunami in the last cycle.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

We reminded ourselves about the topic of this text. Now we need to think about the intent of the author, or why the author wrote the text. Last cycle, we decided the author's intent was to inform us about natural disasters. 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 natural disasters. This cycle seems to focus on hurricanes, floods, and tornadoes. 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.

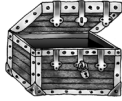
- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

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
devastating page 96	base word + ending: devastat(e) + ing	destroying	Old monster movies always have a beast <i>devastating</i> a city by crushing buildings.
displaced page 97	prefix + base word + ending: dis + plac(e) + ed	removed	The heavy winds <i>displaced</i> our trash cans from the porch into our neighbor's yard.
accommodate page 98	chunk: ac-com-mo-date	supply, take care of	A hotel worker can <i>accommodate</i> guests if they forget something like a toothbrush.
contaminate page 100	chunk: con-tam-i-nate	make harmful	Sewage can <i>contaminate</i> drinking water and make you very sick.
absorb page 101	chunk: ab-sorb	suck in	A sponge can <i>absorb</i> a lot of water for cleaning up.
sinister page 106	chunk: sin-is-ter	disastrous	The <i>sinister</i> accident left the star pitcher on the baseball team unable to play for a year.
depressing page 106	prefix + base word + ending: de + press + ing	weakening	Hearing my friends' horror stories from camp was <i>depressing</i> my desire to go.
imminent page 108	chunk: im-mi-nent	likely to happen	Mandy could tell a storm was <i>imminent</i> because all the birds were quiet and the sky was still.

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 students filled out last cycle. Explain that this is from the section of the text about measuring earthquakes on page 88.

Blackline master provided.

Earthquakes happen all the time, and we don't feel them.
 Seismographs show power of seismic waves.
 Waves are more powerful the closer you are to the epicenter.
 The Richter scale measures earthquakes on a scale of one to ten.
 Each magnitude indicates a quake ten times stronger than the one before.

- 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 decide on 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 measuring earthquakes, so I think the author must consider that important. I'll keep that idea. It's also important to know that they happen all the time, so I'll keep that idea too. Should I include the information about seismographs? In the passage, the author says quite a bit about seismographs, so I'll keep that detail too, because the author probably thinks that's important. The Richter scale is important too, so I'll keep that. I don't think that the details about how waves are more powerful near the epicenter or the magnitude are that important. 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.

Earthquakes happen all the time without us knowing it. We can measure earthquakes with seismographs. Then we use the Richter scale to assign a magnitude between one and ten.

- 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 95 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 95

Part IV: Hurricanes

You live along the coast and have been enjoying the unusually high waves washing up on the beach for the past couple of days. The waves are perfect for bodyboarding! Out in the distance, you see a large wall of clouds over the ocean, but the sky above you is clear. Over the next twenty-four hours, the ocean becomes rougher, and the wind starts to blow so hard that objects are thrown through the air. It is pouring rain, and the surf is now flooding the beach and coming closer to the homes and hotels lining the shore. It is not safe to go outside anymore.

If you experience these conditions, you might be in the middle of a tropical cyclone, or hurricane. Hurricanes are massive storms that form in the southern Atlantic Ocean, Caribbean Sea, Gulf of Mexico, and eastern Pacific Ocean. These are much bigger than the thunderstorms you might see in the summer! They may be several hundred miles across and grow in power as they move across warm ocean waters. A hurricane spins in a counterclockwise direction around a central eye, with winds blowing continuously at speeds of at least 74 mph. Hurricanes also push against the sea, creating storm surges that can destroy homes and flood cities.

Hurricanes are one of the biggest annual threats to coastal cities, especially those on the East Coast of the United States. Islands in the Caribbean and the United States are hit by at least one hurricane each year. Let's learn a little more about how these storms form.

Did you know?

A tropical cyclone is only called a hurricane in the Atlantic and eastern Pacific Oceans. In the western Pacific Ocean, this type of storm is called a typhoon. In the Indian Ocean, it is called a cyclone. These are all the same kind of storm; they just have different names depending on their locations.

Hurricane Fact!

The word hurricane comes from the Carib Indian god of evil, who was named Hurican. The Carib Indians got his name from the Mayan god Hurakan, who produced strong storms and floods.

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

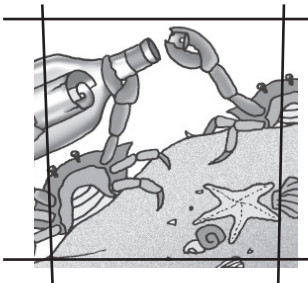
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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 is the main idea of the text on page 96? Explain why you think this is the main idea. (Write-On) |SU • MI|
2. What happens when the eye of a hurricane passes overhead? |CE|
 - a. You see pouring rains.
 - b. You experience strong winds.
 - c. You see clear skies.
 - d. You experience a storm surge.
3. What problem did scientists foresee New Orleans having? |PS|
4. Are all floods natural disasters? How can you tell? |DC|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 96–101 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

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

Team Talk

1. What is the main idea of the text on page 96? Explain why you think this is the main idea. (Write-On) |SU • MI|

100 points = *The main idea of the text on page 96 is hurricanes. I think this is the main idea because the heading tells me the section is about hurricanes. There is a text box that provides a fact about hurricanes. I see a photograph of a hurricane over the ocean.* **90 points** = *The main idea of the text on page 96 is hurricanes. The heading tells me the section is about hurricanes.* **80 points** = *It's about hurricanes. The heading is a clue.*

2. What happens when the eye of a hurricane passes overhead? |CE|
 - a. You see pouring rains.
 - b. You experience strong winds.
 - c. *You see clear skies.*
 - d. You experience a storm surge.

3. What problem did scientists foresee New Orleans having? |PS|

100 points = *Scientists foresaw that New Orleans would be heavily affected if a large hurricane ever hit the city. New Orleans sits below sea level and is surrounded by the Gulf of Mexico, Mississippi River, and Lake Pontchartrain.* **90 points** = *Scientists foresaw that New Orleans would be heavily affected if a large hurricane ever hit the city. New Orleans sits below sea level.* **80 points** = *New Orleans would be heavily affected if a hurricane hit the city.*

4. Are all floods natural disasters? How can you tell? |DC|

100 points = *No. All floods are not natural disasters. Sometimes people cause floods. When poorly constructed dams break, the water floods the river below the dam and can destroy towns. These floods are manmade.* **90 points** = *No. All floods are not natural disasters. Sometimes people cause floods when poorly constructed dams break. These floods are manmade.* **80 points** = *When dams break, the water floods the river. These are manmade floods.*

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

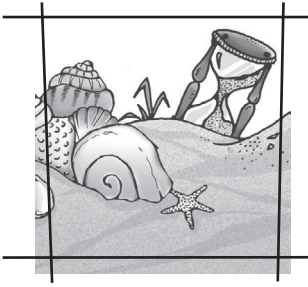
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

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



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team's strategy use with the class. – Award team celebration points.
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
<p>Team Talk Extenders</p>	<p>A hurricane is a very strong storm. What is the strongest storm you have ever experienced? Describe the event.</p> <p>There are many different kinds of floods. Do you live in an area that can flood? Which kind of flood would you most likely experience? Why?</p>
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> – Award team celebration points. – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

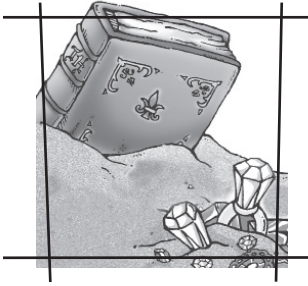
Page 96

- 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

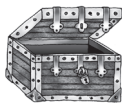
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.

When isn't a flood a natural disaster?

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 natural disasters. We learned about hurricanes. We began reading about floods.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 102 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 102

Mississippi Flood, 1927

The Mississippi River is the largest river in the United States. It winds its way through the Midwest from Minnesota to the Gulf of Mexico. The fertile soil along its banks attracted farmers as American settlers moved west. People immediately started working on ways to prevent floods from destroying farms and cities along the mighty river. New Orleans constructed its first levees in 1726, and by 1926, levees lined the Mississippi from Cairo, Illinois, to New Orleans. The U.S. Army Corps of Engineers declared that the river could not flood with the levees in place.

Heavy rains in the fall and winter of 1926 swelled the rivers feeding into the Mississippi, and many people feared that the Mississippi would flood the levees lining its banks. Their fears were realized on April 16, 1927, when the first levees failed, and the river flooded some towns with more than ten feet of water. Soon levees up and down the river failed, ruining farms and crops throughout the region. In some places, water collapsed sections of levees and flooded through the gaps with the force of Niagara Falls. Panicked citizens on each side of the river feared that people on the other side would sabotage their levees because if the levee on one side of the river failed, the opposite side would be spared from flooding. As the water rose, residents patrolled their levees to protect them.

(continued on next page)

Many towns and areas were evacuated, but racism often led to problems. Cotton planters in the Mississippi delta region did not want their black sharecroppers to evacuate and forced them to live in refugee camps atop the levees. There, sharecroppers faced poor living conditions in tents and poor diets because they did not receive the best rations, and they suffered from disease. Approximately 246 people were killed in the flood, which caused over \$4.4 billion in damages in today's dollars. It took months for the flood waters to recede and for work to begin digging entire towns out from under layers of mud. Despite levee repairs and newer technology, the Mississippi River still floods its banks. Major floods occurred in 1993 and 2008, though the number of people killed has gone down thanks to better warning systems.

Flood Fact!

You might hear the terms 100-year flood or 500-year flood used when a flood affects a river. Does this mean a major flood only happens once every 100 years? No! A major flood can happen during any year, but the chances for having a major flood are 1 in 100.

What is this passage mostly about? It's mostly about the Mississippi flood of 1927. I'll write that as the main idea on my idea tree. Write "Mississippi flood of 1927" on the idea tree.

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

Preview Team Talk

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

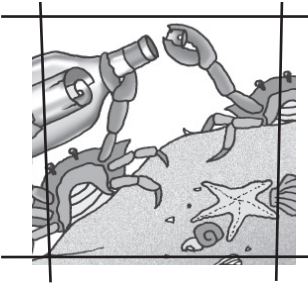
Student Edition, page S-24

Team Talk

1. What is the main idea of page 103? Explain why you think this is the main idea. (Write-On) |SU|
2. Why do you think the author includes instructions for making a tornado on page 105? |TF|
3. Do you think it is a fact or an opinion that most tornado deaths and injuries are caused by flying debris? Support your answer. |FO|

Team Talk *continued*

4. A tornado warning is issued when— ICEI
 - a. a tornado is spotted on the ground.
 - b. the weather is right for forming tornadoes.
 - c. winds reach 100 mph or higher.
 - d. any severe storm passes through an area.



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 103–108 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. What is the main idea of page 103? Explain why you think this is the main idea. (Write-On) |SU|

100 points = *The main idea of page 103 is preventing floods or flood damage. I think this is the main idea because the heading says "Preventing Tragedy." That means the page discusses stopping floods. There is a fact box about floods on the page. There is a sidebar about preparing for a flood.* **90 points** = *The main idea of page 103 is preventing floods or flood damage. I think this is the main idea because the heading says "Preventing Tragedy." That means the page discusses stopping floods.* **80 points** = *It's about preventing floods or flood damage. The heading is a clue.*

2. Why do you think the author includes instructions for making a tornado on page 105? |TF|

100 points = *I think the author includes instructions for making a tornado on page 105 so the reader can see a tornado up close. When you swirl the water in the bottle, it makes a small tornado you can see. It is also safer than seeing a real tornado.* **90 points** = *I think the author includes instructions for making a tornado on page 105 so the reader can see a tornado up close. It is safer than seeing a real tornado.* **80 points** = *You can see a tornado up close.*

3. Do you think it is a fact or an opinion that most tornado deaths and injuries are caused by flying debris? Support your answer. |FO|

100 points = *I think it is a fact that most tornado deaths and injuries are caused by flying debris. Tornadoes have strong winds. They pick up homes and other things. It would be easy to get hit by something flying in the air if a tornado is nearby.* **90 points** = *I think it is a fact that most tornado deaths and injuries are caused by flying debris. Tornadoes have strong winds. They pick up homes and other things.* **80 points** = *It's a fact. Tornado winds pick up homes and other things and can throw them.*

4. A tornado warning is issued when— |CE|

- a tornado is spotted on the ground.*
- the weather is right for forming tornadoes.*
- winds reach 100 mph or higher.*
- any severe storm passes through an area.*

- 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

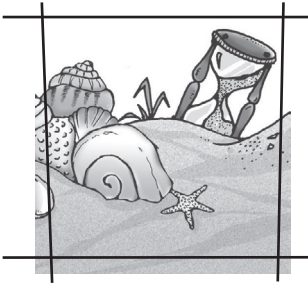
Tornadoes are born out of severe thunderstorms. Do you like thunderstorms? Why or why not?

Most tornado witnesses say that a tornado sounds like a passing freight train. Why do you think they make this comparison?

- 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**

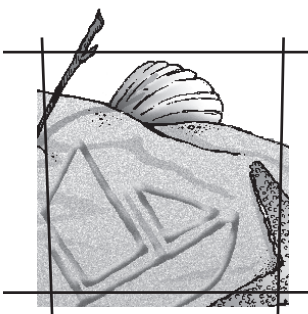
Timing Goal: 5 minutes

- 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 103

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Introduce the Word Power skill by showing a graphic of the anchor. Remind students that an anchor holds the boat in place, much like the roots of a tree hold the tree in place. Remind students that words also have roots.

Blackline master provided.



- Explain that word roots are used to build other words and that understanding word roots can help us define words.
- Reveal the Word Treasure (skill).

Word Treasure

Latin roots

If you have trouble reading and understanding words, look for Latin roots in the words to help you figure out words.



- Write “absent” on the board, placing the letters *ab* under the anchor. Tell students that this word has a Latin root, *ab*, that means away, from, or off. Use **Think-Pair-Share** to have students discuss a definition for *absent*. Randomly select a few students to share. *To be away from school.*
- Write “disable” on the board, placing the letters *dis* under the anchor. Tell students that this word has a Latin root, *dis*, that means not, opposite, or away. Use **Think-Pair-Share** to have students discuss a definition for *disable*. Randomly select a few students to share. *Not able.*
- Point out that knowing the word root can help us define the meaning of the word.
- Tell students that Captain Read More has found a word with a Latin root in this cycle’s vocabulary list. Tell students to look out for the words the next time they review them.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
page S-24 and S-25

Skill Practice

Choose the answer that means the closest to the underlined word in the sentence.

1. I decided to abstain from eating meat because I felt sorry for animals.
Abstain means—
 - a. get closer.
 - b. want.
 - c. desire.
 - d. *stay away.*
2. I discarded my seven of hearts, hoping to pick up another queen from the deck.
Discarded means—
 - a. picked up.
 - b. *threw away.*
 - c. sold back.
 - d. asked for.

Building Meaning			
devastating	displaced	accommodate	contaminate
absorb	sinister	depressing	imminent

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.*

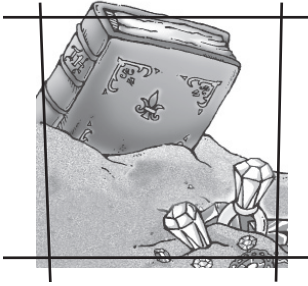
4. Choose the word that best fits in the blank.

A baby bird's downy feathers absorb water easily because they are not waterproof.



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

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

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

Timing Goal: 30 minutes

Team Cooperation Goal

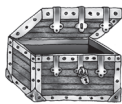
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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

**Strategic Review**

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

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

What causes the most injuries and deaths during tornadoes?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we learned some more about natural disasters. We learned more about floods. We also learned about tornadoes.

- 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 95 aloud. Remind students that on day 1, you identified the main idea from the page and put it on the idea tree. Add supporting details to the idea tree as you reread. For example, hurricanes form over the ocean.

A Collection of Readings,
page 95

Part IV: Hurricanes

You live along the coast and have been enjoying the unusually high waves washing up on the beach for the past couple of days. The waves are perfect for bodyboarding! Out in the distance, you see a large wall of clouds over the ocean, but the sky above you is clear. Over the next twenty-four hours, the ocean becomes rougher, and the wind starts to blow so hard that objects are thrown through the air. It is pouring rain, and the surf is now flooding the beach and coming closer to the homes and hotels lining the shore. It is not safe to go outside anymore.

If you experience these conditions, you might be in the middle of a tropical cyclone, or hurricane. Hurricanes are massive storms that form in the southern Atlantic Ocean, Caribbean Sea, Gulf of Mexico, and eastern Pacific Ocean. These are much bigger than the thunderstorms you might see in the summer! They may be several hundred miles across and grow in power as they move across warm ocean waters. A hurricane spins in a counterclockwise direction around a central eye, with winds blowing continuously at speeds of at least 74 mph. Hurricanes also push against the sea, creating storm surges that can destroy homes and flood cities.

Hurricanes are one of the biggest annual threats to coastal cities, especially those on the East Coast of the United States. Islands in the Caribbean and the United States are hit by at least one hurricane each year. Let's learn a little more about how these storms form.

(continued on next page)

Did you know?

A tropical cyclone is only called a hurricane in the Atlantic and eastern Pacific Oceans. In the western Pacific Ocean, this type of storm is called a typhoon. In the Indian Ocean, it is called a cyclone. These are all the same kind of storm; they just have different names depending on their locations.

Hurricane Fact!

The word hurricane comes from the Carib Indian god of evil, who was named Hurican. The Carib Indians got his name from the Mayan god Hurakan, who produced strong storms and floods.

When we read this section the first time, I recorded the main idea, hurricanes, on the idea tree. Now we'll use the important information on the idea tree to write a summary of the section.

- Model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

I've filled in my idea tree, so I'm ready to write my summary. I want to keep in mind the things the author would want me to think are important. I know I need to include my main idea. I also need to identify the most-important details. I remember that I should not include less-important details in a summary. Circle the ideas as you decide to include them. **My main idea is hurricanes. I'll definitely keep that. I think it's important to know what one is and where they form, so I'll include the details about that. I think it's important to know what they do, so I'll include that information. Those are the details I'll include in my summary. I don't think the details about the other names for hurricanes or the origin of the word is that important. I won't include that information on my idea tree.**

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

Hurricanes are massive storms that form over the ocean. They can be several hundred miles wide. They rotate counterclockwise with strong winds and create storm surges. They are the biggest threat to coastal cities.

Preview Team Talk

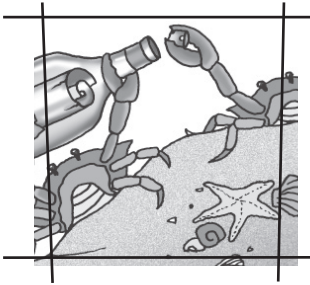
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-25

Team Talk

1. The main idea of page 96 is hurricanes. Using your idea tree, write a short summary of the section containing at least four important ideas. (Write-On) |SU|
2. What does the author provide readers in a fact box on page 98? |TF|
 - a. information about hurricane names
 - b. information about donating to hurricane relief
 - c. information about Hurricane Katrina
 - d. information about post Katrina New Orleans
3. Why do you think the author recommends your car be filled with gas if a hurricane evacuation is in effect? Support your answer. |DC|
4. What causes floods? |CE|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** pages 96–101 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. The main idea of page 96 is hurricanes. Using your idea tree, write a short summary of the section containing at least four important ideas. (Write-On) |SU|

100 points = *Hurricanes form off the coast of Africa from tropical disturbances. These disturbances grow as winds increase. Storms go through several stages before becoming hurricanes. They are measured on a scale of one to five called the Saffir-Simpson scale. The storms weaken when they hit land.* **90 points** = *Hurricanes form off the coast of Africa. These disturbances go through several stages before becoming hurricanes. They are measured on a scale of one to five called. They weaken when they hit land.* **80 points** = *Hurricanes form from tropical disturbances and go through several stages. They are measured on a scale. They weaken over land.*

2. What does the author provide readers in a fact box on page 98? |TF|
- information about hurricane names
 - information about donating to hurricane relief
 - information about Hurricane Katrina
 - information about post Katrina New Orleans

3. Why do you think the author recommends your car be filled with gas if a hurricane evacuation is in effect? Support your answer. |DC|

100 points = *I think the author recommends your car be filled with gas if a hurricane evacuation is in effect because you might sit in traffic for a long time. If a place is evacuating, that means everyone has to leave. Everyone will be on the road. That could cause traffic jams.* **90 points** = *I think the author recommends your car be filled with gas if a hurricane evacuation is in effect because you might sit in traffic for a long time. Everyone will be leaving at the same time.* **80 points** = *You might sit in traffic for a long time. Everyone will be leaving at the same time.*

4. What causes floods? |CE|

100 points = *Floods are caused by there being too much water in a particular space. Rivers are made to carry a certain amount of water. They flood when too much flows into the river from heavy rains or melting snow.* **90 points** = *Floods are caused by there being too much water in a particular space. Heavy rains or melting snow help cause them.* **80 points** = *They happen when there is too much water for a particular space.*

- 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

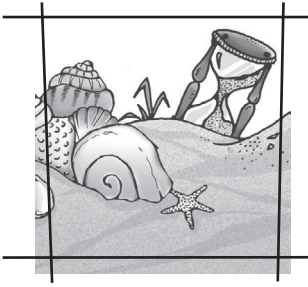
Scientists study natural disasters to learn more about them. How do you think they can apply what they learn to keep you safe?

Imagine that your town was being evacuated. What would you want to take with you? 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**

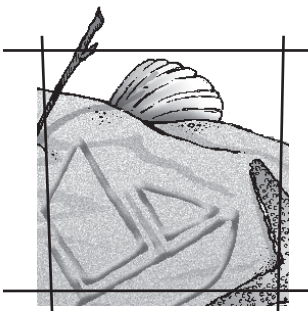
Timing Goal: 5 minutes

- 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 103 or 99

- 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 (Latin roots) and the Word Treasure clue Captain Read More uses for the skill (an anchor).
- Use **Think-Pair-Share** to have students identify the Latin root and its meaning they are studying in this cycle. Randomly select a few students to share responses. Ab = *away, from, or off*; dis = *the opposite, not, away*.

- Use **Think-Pair-Share** to have students identify vocabulary words that contain the Latin roots and what the word means. Randomly select a few students to share responses. Displace = *forced away from a place, removed*; absorb = *suck in or away from*.
- 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-25 and S-26

Skill Practice

Choose the answer that means the closest to the underlined word in the sentence.

1. I was displeased with my dinner, so I complained to the chef.
Displeased means—
 - a. very happy.
 - b. a little happy.
 - c. *not happy*.
 - d. somewhat happy.

2. Abraham Lincoln abolished slavery in the United States. *Abolished* means—
 - a. *did away with*.
 - b. restarted it.
 - c. continued it.
 - d. brought it back.

Building Meaning

devastating	displaced	accommodate	contaminate
absorb	sinister	depressing	imminent

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

4. The cat was displaced from the couch when the heavy dog knocked its pillow from the seat cushion. *Displaced* means—
 - a. *removed*.
 - b. added.
 - c. replaced.
 - d. carried.



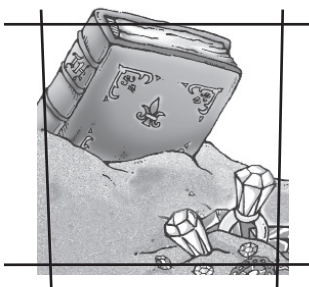
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

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

Team Celebration Points

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

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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



Strategic Review

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

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

How do floods happen?

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 natural disasters. Hurricanes are huge storms that form in the oceans. They drop a lot of rain, have strong winds, and cause storm surges. Hurricane Katrina severely flooded the city of New Orleans. Meteorologists can predict the strength and path of hurricanes better than ever, but people still do not take warnings seriously. Floods happen when too much water, as from heavy rains or melting snows, enters a river or other area. Meteorologists can predict where floods are likely to happen with satellites and radar.

- 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 102 aloud. Remind students that on day 2, you identified the main idea from the page and put it on the idea tree. Add supporting details to the idea tree as you reread. For example, people built levees to hold back water.

A Collection of Readings,
page 102

Mississippi Flood, 1927

The Mississippi River is the largest river in the United States. It winds its way through the Midwest from Minnesota to the Gulf of Mexico. The fertile soil along its banks attracted farmers as American settlers moved west. People immediately started working on ways to prevent floods from destroying farms and cities along the mighty river. New Orleans constructed its first levees in 1726, and by 1926, levees lined the Mississippi from Cairo, Illinois, to New Orleans. The U.S. Army Corps of Engineers declared that the river could not flood with the levees in place.

Heavy rains in the fall and winter of 1926 swelled the rivers feeding into the Mississippi, and many people feared that the Mississippi would flood the levees lining its banks. Their fears were realized on April 16, 1927, when the first levees failed, and the river flooded some towns with more than ten feet of water. Soon levees up and down the river failed, ruining farms and crops throughout the region. In some places, water collapsed sections of levees and flooded through the gaps with the force of Niagara Falls.

(continued on next page)

Panicked citizens on each side of the river feared that people on the other side would sabotage their levees because if the levee on one side of the river failed, the opposite side would be spared from flooding. As the water rose, residents patrolled their levees to protect them.

Many towns and areas were evacuated, but racism often led to problems. Cotton planters in the Mississippi delta region did not want their black sharecroppers to evacuate and forced them to live in refugee camps atop the levees. There, sharecroppers faced poor living conditions in tents and poor diets because they did not receive the best rations, and they suffered from disease. Approximately 246 people were killed in the flood, which caused over \$4.4 billion in damages in today's dollars. It took months for the flood waters to recede and for work to begin digging entire towns out from under layers of mud. Despite levee repairs and newer technology, the Mississippi River still floods its banks. Major floods occurred in 1993 and 2008, though the number of people killed has gone down thanks to better warning systems.

Flood Fact!

You might hear the terms 100-year flood or 500-year flood used when a flood affects a river. Does this mean a major flood only happens once every 100 years? No! A major flood can happen during any year, but the chances for having a major flood are 1 in 100.

When we read this section the first time, I recorded the main idea, the Mississippi flood of 1927, on the idea tree. Now we'll use the important information from the idea tree to write a summary of the section.

What is this passage mostly about? It's mostly about the Mississippi flood of 1927. I'll write that as my main idea on my idea tree. Write "Mississippi flood of 1927" on the idea tree. I'll check my main idea by finding supporting details. I read about how settlers wanted to keep the river from flooding. Write "People built levees to hold back water" on the idea tree. I read about heavy rains swelling the river. Write "flooded river and overflowed levees" on the idea tree. I read about what happened when the levees failed. Write "flooded towns and ruined crops and farms" and "People tried protecting their levees from sabotage" on the idea tree. I read about how racism affected evacuations. Write "black sharecroppers forced to live in camps" and "suffered from diseases and poor diets" on the idea tree. I read about how the Mississippi River still floods its banks despite the levees. Write "major floods in 1993 and 2008" on the idea tree. These details support my main idea.

- Model identifying the information from the idea tree to use in a summary. Remind students that summaries do not include less-important details. Circle the information on the idea tree that you will include in the summary.

I've filled in my idea tree, so I'm ready to write my summary. I want to keep in mind the things the author would want me to think are important. I know I need to include my main idea. I also need to identify the

most-important details. When I check my details, it looks like they are all important. Circle all of your details. **I'll include all of them in my summary.**

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

The Mississippi River had a major flood in 1927. People built levees for protection, but heavy rains flooded the river. The levees broke, flooding towns and ruining crops. Black sharecroppers were forced to live in camps, suffering from disease and poor diets. The Mississippi still floods, like in 1993 and 2008.

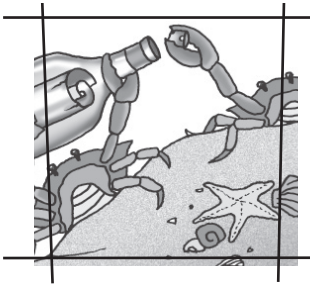
Preview Team Talk

- 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-26

Team Talk

1. What happened to the town of Murphysboro, Illinois, **after** the Tristate Tornado struck it? |SQ|
2. The natural disasters in this cycle are different from the natural disasters in the first cycle because— |CC|
 - a. they only affect small areas.
 - b. they cause less damage.
 - c. they are easier to predict with tools.
 - d. they are not as dangerous.
3. What does the author think you should have to be prepared for natural disasters? |CE|
4. Use information from your idea tree to write a summary of this cycle of *Nature's Fury! Natural Disasters and What We Can Learn from Them*. (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 103–108 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 happened to the town of Murphysboro, Illinois, **after** the Tristate Tornado struck it? |SQ|

100 points = *The town of Murphysboro, Illinois, did not recover well after the Tristate Tornado struck it. It was an important railroad repair hub.*

*The tornado destroyed the railroad cars, tracks, and buildings. The repair business moved farther south. **90 points** = The town of Murphysboro, Illinois, did not recover well after the Tristate Tornado struck it. The tornado destroyed its railroad cars, tracks, and buildings. **80 points** = It did not recover and lost its business.*

2. The natural disasters in this cycle are different from the natural disasters in the first cycle because— |CC|
 - a. they only affect small areas.
 - b. they cause less damage.
 - c. they are easier to predict with tools.
 - d. they are not as dangerous.

Team Talk *continued*

3. What does the author think you should have to be prepared for natural disasters? |CE|

100 points = *The author thinks you should have an emergency preparedness kit to be prepared for natural disasters. These kits would have supplies to help you get through emergencies.* **90 points** = *The author thinks you should have an emergency preparedness kit to be prepared for natural disasters.* **80 points** = *You should have an emergency preparedness kit.*

4. Use information from your idea tree to write a summary of this cycle of *Nature's Fury! Natural Disasters and What We Can Learn from Them*. (Write-On) |SU|

100 points = *Hurricanes are a type of natural disaster. They are huge storms that form over the ocean. They affect coastal regions with heavy rains, winds, and storm surges. Meteorologists can predict them better than ever before. Floods are caused when there is too much water in a particular area. They can be slow and cover large areas or fast moving and dangerous in specific areas. People should avoid living in flood-prone areas. Tornadoes are formed during very severe storms. These funnels of high winds destroy everything in their path. People need to be aware of and prepared for the natural disasters they may experience in their areas.* **90 points** = *Hurricanes are huge storms that form over the ocean. They affect coastal regions with heavy rains, winds, and storm surges. Floods are caused when there is too much water in a particular area. People should avoid living in flood-prone areas. Tornadoes are formed during very severe storms. People need to be aware of and prepared for the natural disasters they may experience in their areas.* **80 points** = *Hurricanes are huge storms that form over the ocean. Floods are caused when there is too much water in a particular area. Tornadoes are formed during very severe storms. People need to be aware of and prepared for natural disasters.*

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

Class Discussion **TP**

Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

Do you have an emergency preparedness kit in your home already? Do you think it is something you would like in your house?

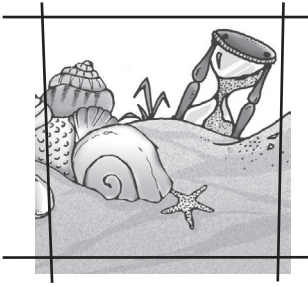
Do you think you would like to be a scientist who studies natural disasters? Why or why not?

Which of the natural disasters mentioned in this text would you like to learn more about? Why?

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

Write-On Discussion

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



FLUENCY IN FIVE **TP**

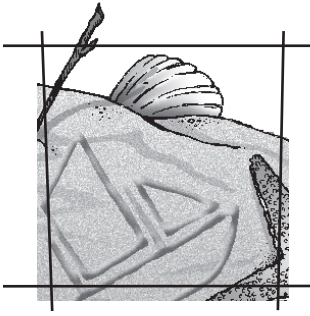
Timing Goal: 5 minutes

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

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Page 103, 99, or 107

- 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 (Latin roots) and the Word Treasure clue Captain Read More uses for the skill (anchor).
- Use **Think-Pair-Share** to have students discuss why Captain Read More wants them to learn Latin roots. *Many words contain Latin roots. Knowing the root word can help you figure out what a word means.*

Preparation: Display the Word Power Challenge.

Word Power Challenge

disown
abnormal

- Use **Think-Pair-Share** to have students discuss the meanings of the words. Randomly select a few students to share answers. Disown = *not own*; abnormal = *away from being normal*.
- 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-26 and S-27

Skill Practice

Choose the answer that means the closest to the underlined word in the sentence.

1. When I fell, I got an abrasion on my knee that bled really badly.
Abrasion means—
 - a. area that formed a bruise.
 - b. *area where skin was scraped away.*
 - c. area that became sore.
 - d. area where a bandage was added.
2. Noah tried his best to disjoin his dog from the fight. *Disjoin* means—
 - a. keep close.
 - b. hold tight.
 - c. push forward.
 - d. *keep away.*

Building Meaning			
devastating	displaced	accommodate	contaminate
absorb	sinister	depressing	imminent

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.*

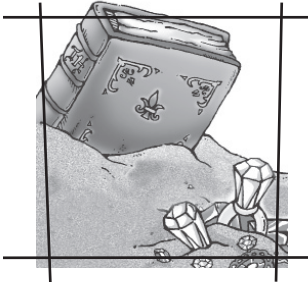
4. Choose the word that best fits in the blank.

I could tell an argument was *imminent* because Marnee and Lena were glaring at each other.



- 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.

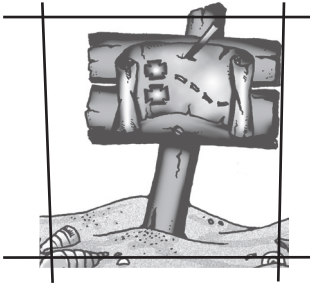
Today you will read about droughts. These can be minor when they start but turn into a crisis over time.

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

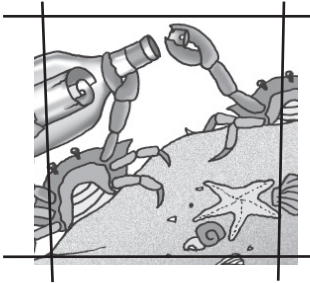
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about summarizing.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they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

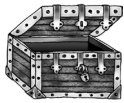
Team Discussion **TP**

- 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.

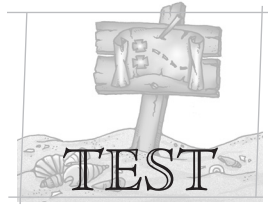


Class Discussion TP

- 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.

Drought

The weather has been hot and dry for weeks. Everyone in the neighborhood has been running sprinklers to keep their lawns looking green and fresh. However there isn't enough water for everyone. Farms across the state need water to keep their crops from withering. Already some crops are dying of thirst. You are experiencing a drought.

A drought is a long period of dry weather. A few weeks of dry weather can damage crops permanently. Farmers rely on selling healthy and abundant crops to prepare for the next year. In some areas, a lack of rain can dry up wells and reserves of water for drinking, bathing, and cooking.

During the 1930s, the United States experienced the Dust Bowl. A severe drought killed crops across the Midwest and southern plains starting in 1931. Farmers continued trying to plant crops, ruining the dry soil. Strong winds carried the dry dust in enormous clouds, coating everything in a layer of grime and grit. The Dust Bowl lengthened the effects of the Great Depression in many parts of the country. It took nearly a decade for the cycle of droughts and soil erosion to end.

Droughts especially affect countries whose people rely heavily on agriculture for income. When much of the population loses their crop to drought, it depresses the economy. People can't afford necessities. Droughts force millions of people around the world to live in poverty. A lack of fresh water from rains or melting snows often leads to disease in countries around the world.

Sources: www.wrh.noaa.gov/fgz/science/drought.php?wfo=fgz

www.english.illinois.edu/maps/depression/dustbowl.htm

www.guardian.co.uk/environment/2009/jul/05/crops-farmers-climate-change-oxfam

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?

20 points = *The topic of this text is droughts. I know this is the topic because the word drought appears in the title. I learned about droughts and how they affect people.* **15 points** = *The topic of this text is droughts. I know this is the topic because the word drought appears in the title.* **10 points** = *It is about droughts. The word appears in the title.*

30 points

2. What is the intent of the author? |AP|
- to persuade the reader to practice better farming techniques
 - to entertain the reader with stories about the Dust Bowl of the 1930s
 - to compare and contrast the effects of droughts and floods
 - to inform the reader about the effects of long periods of dry weather*

How do you know?

20 points = *I know this is the intent of the author because I learned information about droughts. I learned what they are and how they affect people. I learned about a famous drought in U.S. history. The author does not try to entertain or persuade me or compare droughts and floods.*

15 points = *I know this is the intent of the author because I learned information about droughts. I learned what they are and how they affect people.* **10 points** = *I learned information about droughts.*

20 points

3. What were the effects of droughts in the United States during the 1930s? |CE|

20 points = *Droughts in the United States during the 1930s caused widespread crop failure in the Midwest and southern plains. Farmers kept trying to plant crops and ruined the dry soil. Winds carried the soil away. This lengthened the effects of the Great Depression.* **15 points** = *Droughts in the United States during the 1930s caused widespread crop failure in the Midwest and southern plains.* **10 points** = *They caused widespread crop failure in the Midwest and southern plains.*

20 points

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

20 points = *Droughts are natural disasters that happen when the weather is dry for long periods of time. This causes crops to die and water reserves to dry up. The Dust Bowl of the 1930s was caused by a series of droughts. The soil became so dry it blew away in the wind. It helped lengthen the Great Depression. Droughts affect agricultural societies the most, and a lack of water can cause sickness.*

15 points = *Droughts happen when the weather is dry for long periods of time. Crops die, and water reserves dry up. The Dust Bowl of the 1930s was caused by droughts. It helped lengthen the Great Depression. Droughts affect agricultural societies the most and can cause sickness.*

10 points = *Droughts happen when the weather is dry. Crops die, and water reserves dry up. They caused the Dust Bowl of the 1930s. Droughts affect agricultural societies the most.*

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

Choose the answer that means the closest to the underlined word in the sentence.

- 5 points**
1. If it was truly an accident, a judge will absolve you of guilt. *Absolve* means—
- punish further.
 - imprison.
 - blame.
 - make free from.*
- 5 points**
2. You will dishonor your parents if you refuse to answer their questions. *Dishonor* means—
- not respect.*
 - show love.
 - not hear.
 - give thanks.
- 5 points**
3. The kidnappers abducted the child, hoping they would get ransom money. *Abducted* means—
- took back to the parents.
 - brought closer to the parents.
 - took away from the parents.*
 - cared for in place of the parents.
- 5 points**
4. The two scientists disagreed with one another about the origin of the universe. *Disagreed* means—
- gestured.
 - did not play.
 - did not match.*
 - interrupted.

Building Meaning

devastating	displaced	accommodate	contaminate
absorb	sinister	depressing	imminent

10 points

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

10 points = *Sometimes I feel like a sponge the way I absorb information while reading science magazines in the library.* **5 points** = *Sometimes I feel like a sponge the way I absorb information while reading.* **1 point** = *I absorb information like a sponge.*

10 points

6. Young puppies have a habit of
- devastating
- households that are not ready for their energy.

10 points

7. The school will
- accommodate
- your needs for art supplies and paper, but you need to bring your own smock.
- Accommodate*
- means—
-
- a. remove.
-
- b. supply.
-
- c. deny.
-
- d. keep.

10 points

8. The bad play rehearsal turned
- sinister
- when one of the sets fell apart.

10 points

9. My grandpa always said a snowstorm was
- imminent
- when his elbow hurt him.
- Imminent*
- means—
-
- a. unable to pass.
-
- b. unlikely.
-
- c. impossible.
-
- d. likely to happen.

10 points

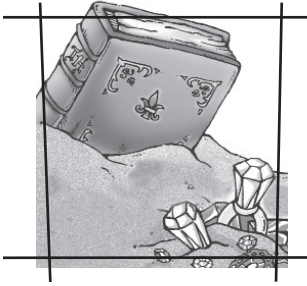
10. The goldfish was
- displaced
- from its tank while its owner cleaned the water.

10 points

11. One child with a cough and a runny nose can
- contaminate
- the air in a classroom in one day.
- Contaminate*
- means—
-
- a. make harmful.
-
- b. purify.
-
- c. improve.
-
- d. make safe.

10 points

12. The difficulty of the piano was not
- depressing
- my desire to play it professionally.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend that you just witnessed a natural disaster and will write an observation journal that describes everything you see during the disaster. Observations from the past and present help scientists better understand what happens during natural disasters.

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 observation journal.

Scientists often have to do a lot of research to better understand the things they are studying. This may include making a lot of observations. Scientists often keep journals where they write down all of their observations about things in nature or their experiments. They can use these observations to support their ideas and theories. These observations also help other scientists.

- Display the following observation journal entry. Read the entry aloud to students.

Blackline master provided.

March 24, 1995

The wolf pack we released in the park earlier in the month is doing better than I could have hoped. Although unsure of their surroundings at first, they have become comfortable in their new home. Now I have observed how they hunt in Yellowstone. Contrary to popular belief, I have seen that the wolves do not hunt the biggest and strongest animals in a herd of elk. They only try to take down the oldest, youngest, or weakest. The wolves creep up on a herd until the herd decides to run. The wolves then try to keep the animals together until they can single out the weakest. They then work together to separate that animal from its herd. These wolves have remarkable stamina. They will chase and harass an elk until it is exhausted before killing it. I think this helps the wolves avoid getting injured during the hunt.

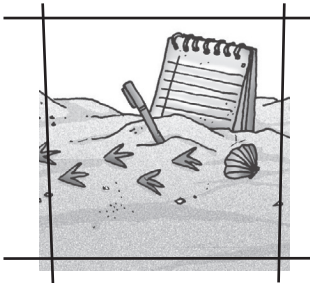
Karl Mason

tps

th



- Use **Think-Pair-Share** to have students identify what the author of this journal is observing. Randomly select a few students to share. *He is observing wolves that live and hunt in Yellowstone.*
- Use **Team Huddle** to have students discuss why Karl Mason's observations might be important to scientists. Use **Random Reporter** to select students to share. *He says that he has observed something different than most people believe about wolves when they hunt. Scientists can work to understand how the way wolves hunt affects the herds of animals they hunt.*
- Point out to students that this journal entry looks different from an entry in a personal journal. Explain that their observation journal entries will only have a date, a body, and a signature.
- Tell students that they will write observation journal entries about a natural disaster using information they read in the text.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write an observation journal entry about a natural disaster you witnessed.

tps

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

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Writing Prompt

Pretend that you witnessed one of the natural disasters mentioned in this text and decide to write your observations in a journal. You think a scientist might like to know what you witnessed. In your journal entry, describe where you were when the disaster struck. Use information from the text and what you have learned about different natural disasters to describe at least five things that happened during the event. Think about how the disaster affected the area around you. Remember to use good descriptive details as you write. Remember that this journal entry only needs a date, body, and signature.

Scoring Guide	
You write an observation journal entry about what you witness during a natural disaster.	15 points
You describe where you were when the disaster struck.	10 points
You describe at least five things you saw happen during the event.	10 points each (50 points maximum)
You use good descriptive details in your writing.	20 points
Your journal has a date, body, and a signature.	5 points

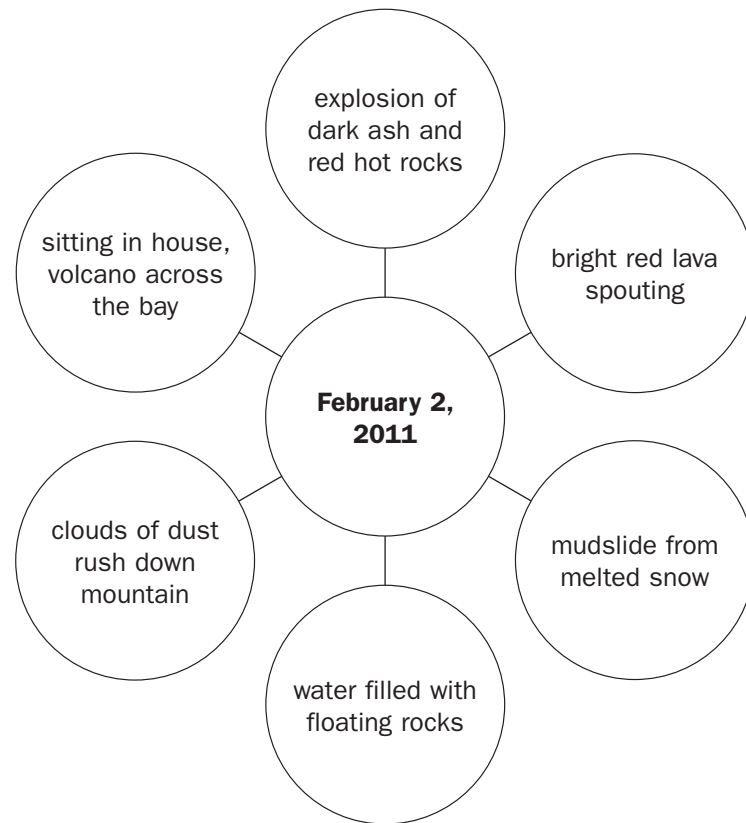
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

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

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

- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

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

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Tell students to imagine that they are scientists as they read their partners' observation journals.

As you read your partner's observation journal, it might be helpful to imagine that you are a scientist who has received these observations in the mail. Think about the kinds of details a scientist might look for from someone's observations. A scientist wants to learn more about an event and understand it really well. You can help your partner make sure his or her details are good and provide a lot of information about the volcanic eruption.

- Display the following example observation journal entry. Randomly select a student to read the entry aloud to the class.

Blackline master provided.

February 2, 2011

I was sitting in my room on the top floor of my house when I saw a volcano erupting across the bay. I knew I was a safe distance away, so I watched the eruption. I saw a lot of smoke come out of the volcano. I saw lava. The heat made a mudslide. I could see rocks floating on the water. A cloud rushed down the mountain.

Ahmad Sadoughi



- Use **Think-Pair-Share** to have students identify whether this entry provides good details a scientist could learn from. Randomly select a few students to share. *(Answers may vary.) No. The author does not provide a lot of details about how things look. He just gives one statement about each thing he sees.*
- Use **Team Huddle** to have students discuss how they might make this entry more descriptive. Use **Random Reporter** to select students to share. *(Answers may vary.) I would describe the color of the smoke. I would say whether there were rocks in the explosion or if there was ash. I would describe how the lava looks and how it flows on the mountain. I would describe how the heat from the volcano made a mudslide. I would describe what the cloud looked like as it rushed down the mountain side.*
- Tell students to help their partners identify where their journal entries may need more descriptive details.

- 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?

Earthquakes happen all the time, and we don't feel them.

Seismographs show power of seismic waves.

Waves are more powerful the closer you are to the epicenter.

The Richter scale measures earthquakes on a scale of one to ten.

Each magnitude indicates a quake ten times stronger than the one before.



March 24, 1995

The wolf pack we released in the park earlier in the month is doing better than I could have hoped. Although unsure of their surroundings at first, they have become comfortable in their new home. Now I have observed how they hunt in Yellowstone. Contrary to popular belief, I have seen that the wolves do not hunt the biggest and strongest animals in a herd of elk. They only try to take down the oldest, youngest, or weakest. The wolves creep up on a herd until the herd decides to run. The wolves then try to keep the animals together until they can single out the weakest. They then work together to separate that animal from its herd. These wolves have remarkable stamina. They will chase and harass an elk until it is exhausted before killing it. I think this helps the wolves avoid getting injured during the hunt.

Karl Mason

February 2, 2011

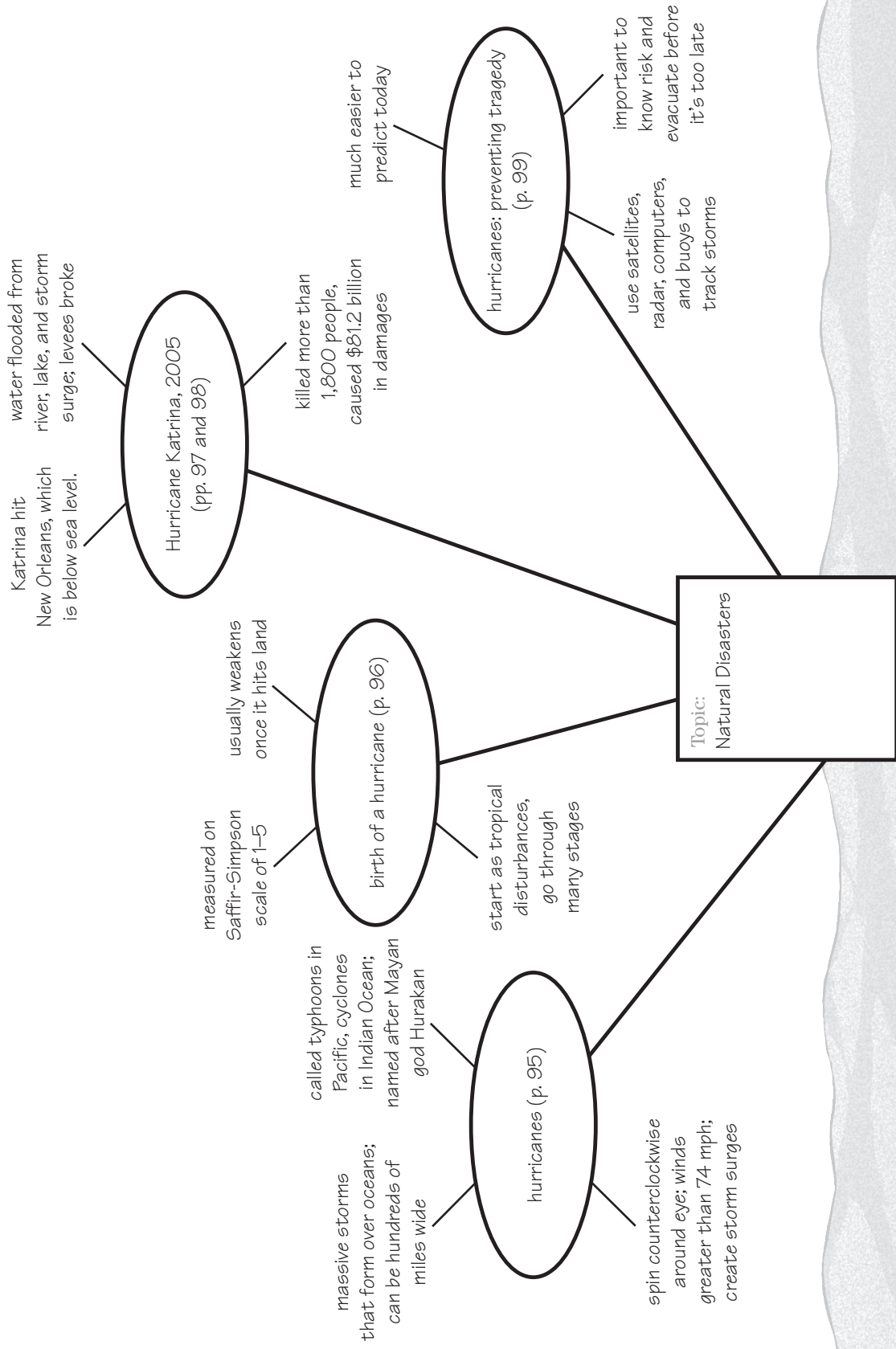
I was sitting in my room on the top floor of my house when I saw a volcano erupting across the bay. I knew I was a safe distance away, so I watched the eruption. I saw a lot of smoke come out of the volcano. I saw lava. The heat made a mudslide. I could see rocks floating on the water. A cloud rushed down the mountain.

Ahmad Sadoughi

Idea Tree



Nature's Fury! Natural Disasters and What We Can Learn from Them, cycle 2
Title:

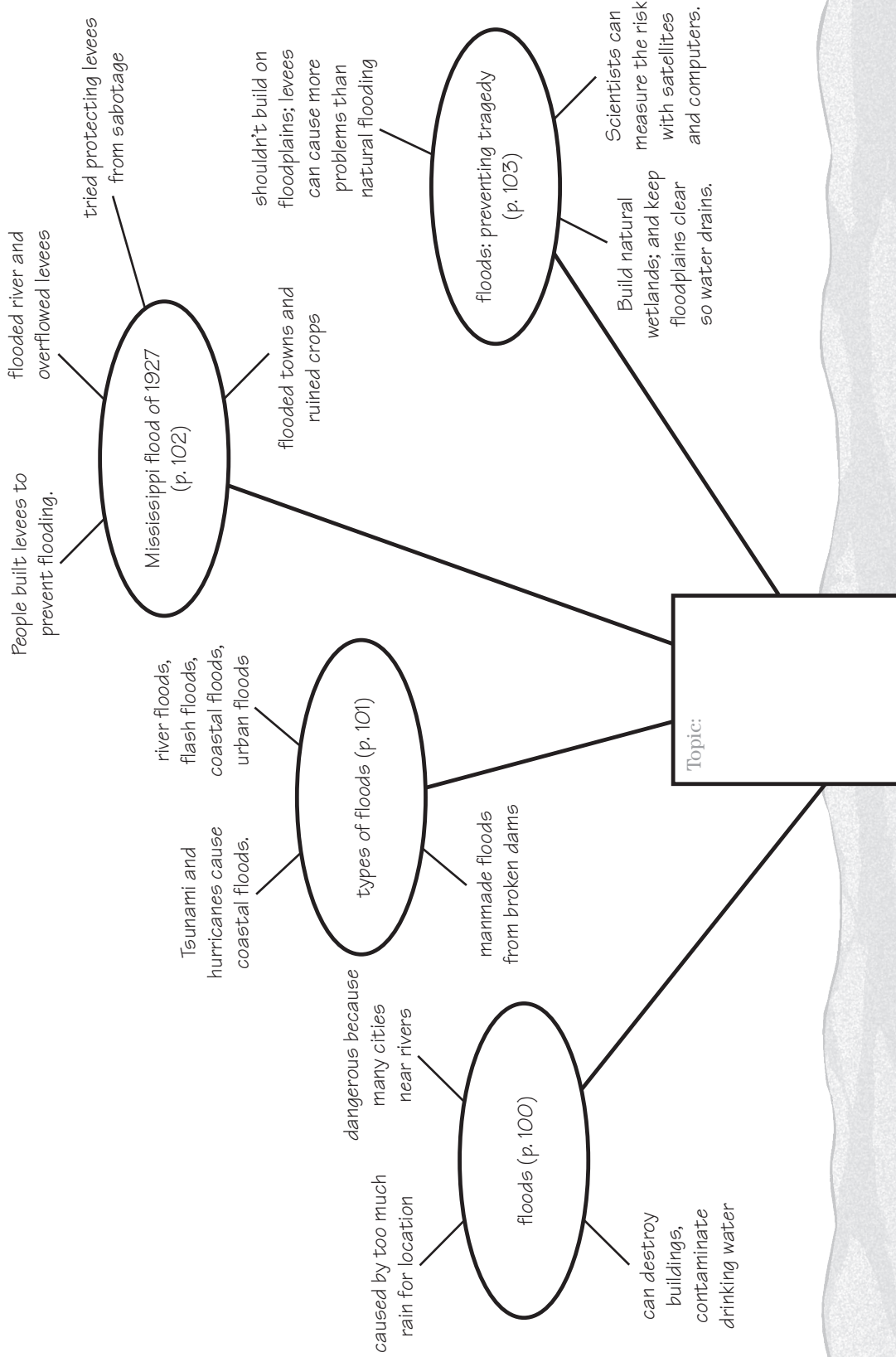


Idea Tree



Nature's Fury! Natural Disasters and What We Can Learn from Them, cycle 2, cont.

Title:

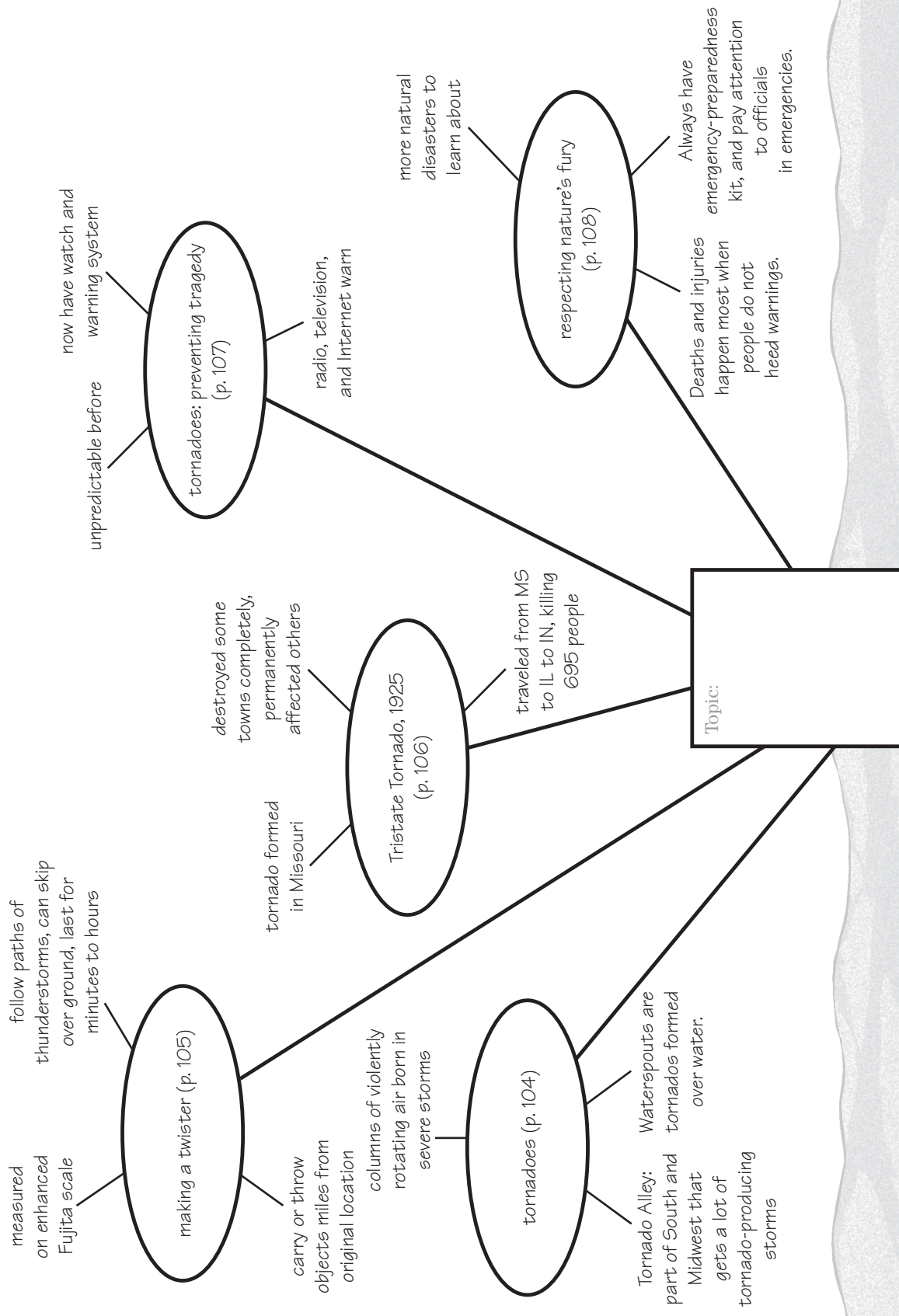


Idea Tree



Nature's Fury! Natural Disasters and What We Can Learn from Them, cycle 2, cont.

Title:



Common Core State Standards

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

LEVEL 6 / <i>Nature's Fury! Natural Disasters and What We Can Learn from Them</i>
English Language Arts Standards: <i>Reading: Informational Text</i>
<p>Key Ideas and Details</p> <p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
English Language Arts Standards: <i>Language</i>
<p>Vocabulary Acquisition and Use</p> <p>L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un wasteful, thrifty</i>).</p>
English Language Arts Standards: <i>Writing</i>
<p>Text Types and Purposes</p> <p>W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>

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

DAY 1

Team Talk

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

Editor's Challenge

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

DAY 2

Team Talk

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

Editor's Challenge

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

DAY 3

Team Talk

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

Editor's Challenge

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

DAY 4

Team Talk

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

DAY 5

Team Talk

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

Editor's Challenge

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

DAY 6

Team Talk

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

DAY 7

Team Talk

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

Editor's Challenge

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

DAY 8

Team Talk

1. What is one question that you had before you began reading?
2. On your story map, write the important events from paragraph 4.
3. Use the information you have written on your story map to write a brief summary of paragraph 7. (Write-On)

Me, My Friends, and the Mayor

Word	Identification Strategy	Definition	Sentence
access	-cc = /ks/ chunk	ability to reach something	To gain <i>access</i> to the private club, you'll need to be invited by a member.
technician	chunk	someone who works with machinery and other tools	When the computer broke, we had to call a computer <i>technician</i> to come and fix it.
device	chunk	tool, object that has a function	A jigsaw is a <i>device</i> that lets you cut holes in flat pieces of wood.
eyesore	compound word	ugly sight, something terrible to look at	The graffiti on the wall was an <i>eyesore</i> that no one liked to see.
potential	chunk	possible	There are a few <i>potential</i> places we can go on our vacation, so we'll have to choose.
privileges	base word + ending	rights that a certain group has	Going on fun trips with the football team is one of the <i>privileges</i> that the marching band gets.
budget	-dg = /j/ chunk	amount of money one can spend for something	The teacher told the class they had a <i>budget</i> of \$50 for the field trip.
initiative	chunk	willingness to start something, to take the first step	Charlie showed <i>initiative</i> when he started raking the leaves without being asked to do it.

Fluency in Five	DAY 2	DAY 3	DAY 4
	Page 28	Page 28 or 34	Page 28, 34, or 38

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. Maurice says that he and his brother get along well. Do you agree? Support your answer. 2. What are the most-important events and ideas from page 24 of the story? Write a short summary of this passage using at least three important events. (Write-On) 3. On page 25, Luis says that doing something about the vacant lot is Maurice’s “civic duty.” What does he mean by that? How did you figure that out? 4. What do you think will happen next in the story? Give evidence to support your prediction.
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. Why do you think Ms. Jackson assumes Maurice should have a library card? Support your answer. 2. What are the most-important events and ideas from page 28 of the story? Write a short summary of this passage using at least three important events. (Write-On) 3. Is Luis familiar with the library? How is this different from Maurice? 4. Why does Maurice keep his voice down even though he’s impressed by Luis logging on to the computer? <ol style="list-style-type: none"> a. He is losing his voice from a cold. b. He doesn’t want people to know he’s there. c. He thinks they are misbehaving. d. He remembers he is in a library.
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Skill Practice	<p>Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.</p> <ol style="list-style-type: none"> 1. icebreaker 2. spyglass
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Building Meaning	access	technician	device	eyesore
	potential	privileges	budget	initiative
	<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. Marlina really showed her _____ when she started writing letters to a pen pal all on her own. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> In the e-mail, the boys describe the vacant lot as— <ol style="list-style-type: none"> a source of pride. an eyesore. an excellent place. a treasure. Describe the tone of the e-mail. What are the most-important events and ideas from page 34 of the story? Write a short summary of this passage using at least three important events. (Write-On) Why do the boys think the mayor will respond to their e-mail?
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Skill Practice	<p>Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.</p> <ol style="list-style-type: none"> foreshadow guideline
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Building Meaning	access	technician	device	eyesore
	potential	privileges	budget	initiative
	<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 scientist invented a neat little <u>device</u> that would measure the temperature in two different places at once. <i>Device</i> means— <ol style="list-style-type: none"> tool. toy. treat. trail. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> Do you think Maurice’s friends visit the library often? How can you tell? What are the most-important events and ideas from page 38 of the story? Write a short summary of this passage using at least three important events. (Write-On) According to the e-mail, what is the main reason why the mayor won’t be able to help clean the lot? How does the mayor’s e-mail make Maurice feel? How can you tell?
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Skill Practice	<p>Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.</p> <p>1. cupcake 2. volleyball</p>
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Building Meaning	access	technician	device	eyesore
	potential	privileges	budget	initiative
	<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>Wilmina was hired as a _____ who would fix computers and other machines for the company.</p>			

DAY 6

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

Me, My Friends, and the Mayor

Word	Identification Strategy	Definition	Sentence
discarded	base word + ending	thrown away	<i>Discarded</i> gum wrappers and soda cans littered the ground.
callous	chunk	harsh, cruel, uncaring	The <i>callous</i> boy didn't care about other people's feelings.
substantial	chunk	noticeable, significant	After working for many hours, we made <i>substantial</i> progress on our project.
incredulously	base word + ending	shockingly, unbelievably	"You're not wearing a coat out in this cold weather?" I asked Travis <i>incredulously</i> .
remnants	base word + ending	leftover pieces	After we ate the whole thing, the crumbs were the only <i>remnants</i> of the tasty pie.
diligence	chunk	nonstop hard work, perseverance, ability to keep going	It took a lot of <i>diligence</i> , but I kept working and working until I figured out the difficult math problem.
scheduled	base word + ending	made time for	Joe and Mary hadn't seen each other in a while, so they <i>scheduled</i> a meeting for the next day.
oversee	compound word	lead, manage, control	The group realized they needed a leader to <i>oversee</i> the whole project.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 51	Page 51 or 54	Page 51, 54, or 59

DAY 1

Team Talk

1. How can you tell that cleaning the lot is interesting and fun? Give examples.
2. What is the effect of the kids' hard work?
3. At the end of the day, the kids are—
 - a. proud of their work.
 - b. disappointed in themselves.
 - c. ready to clean some more.
 - d. clean and refreshed.
4. Use at least four important events from the story to write a summary of pages 45–47. (Write-On)

DAY 2

Team Talk

1. What is the main point of Maurice's e-mail to the mayor?
2. How does Maurice feel when he finishes writing his e-mail?
 - a. relieved
 - b. worried
 - c. proud
 - d. angry
3. Use at least four important events from the story to write a summary of pages 50 and 51. (Write-On)
4. How do you think the mayor will respond to Maurice's e-mail this time? Why?

Skill Practice

Use the dictionary entry to answer the following question.

phase

n. **1** a stage in a process of change or development. **2** the particular appearance presented by the moon at a given time. —*v.* **3** to introduce, one stage at a time.

Which dictionary entry gives the best definition for *phase* as it is used in the following sentences?

1. It takes the moon about twenty-eight days to go through its phases.
2. Evan is going through a phase where he wants to suck his thumb.

Building Meaning	discarded	callous	substantial	incredulously
	remnants	diligence	scheduled	oversee
	<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>4. It was going to take a lot of <u>diligence</u> to stay focused and keep going when the football game went into overtime. <i>Diligence</i> means—</p> <ol style="list-style-type: none"> movement. ease. intelligence. perseverance. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> How is the second day of cleanup the same as the first day? How is it different? Do you think Maurice has good friends? Why or why not? Use at least four important events from the story to write a summary of pages 54 and 55. (Write-On) What do you think will happen next in the story? Why?
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Skill Practice	<p>Use the dictionary entry to answer the following question.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>chum <i>n.</i> 1 a close companion, friend. 2 cut or ground bait dumped into water to attract fish to an area. —<i>v.</i> 3 to associate closely or pal around with. 4 to lure fish with chum.</p> </div> <p>Which dictionary entry gives the best definition for <i>chum</i> as it is used in the following sentences?</p> <ol style="list-style-type: none"> Sammy enjoyed <u>chumming</u> around with his friends on Saturday afternoons. The wise old fisherman used <u>chum</u> to attract all the fish in the lake to his boat.
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Building Meaning	discarded	callous	substantial	incredulously
	remnants	diligence	scheduled	oversee
	<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. Many people think Billy is really <u>callous</u>, but I know that deep down he is kind and generous. <i>Callous</i> means— <ol style="list-style-type: none"> pleasant. uncaring. strong. weak. 			

DAY 4

Team Talk

1. Why do you think the mayor contacts Maurice’s principal?
2. Has Maurice’s hard work paid off? Tell why.
3. How do Maurice’s friends respond to the mayor’s e-mail?
 - a. They are angry she didn’t help sooner.
 - b. They are excited she mentions them.
 - c. They are worried that the principal will be mad.
 - d. They are surprised she knows their real names.
4. Use at least four important events from the story to write a summary of pages 58 and 59. (Write-On)

Skill Practice

Use the dictionary entry to answer the following question.

splinter
n. **1** a small, thin, sharp piece of wood that splits off the main body. **2** a small group that separates or acts apart from the original group. —*v.* **3** to split or break into splinters. **4** to break off something into splinters. **5** to break a larger group into independent groups. **6** to secure or support a broken limb with splints.

Which dictionary entry gives the best definition for *splinter* as it is used in the following sentences?

1. The angry bear splintered the rotting log with one swipe of its paw.
2. After getting our scavenger hunt lists in class, we splintered off in groups of three to start searching.

Building Meaning

discarded	callous	substantial	incredulously
remnants	diligence	scheduled	oversee

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
4. Choose the word that best fits in the blank.
 The president _____ a news conference for three o’clock this afternoon.

DAY 6

Writing Prompt	<p>Pretend that you are Maurice. Now that Luis has introduced you to the Internet and e-mail, you want to create a blog to tell other people about the work you and your friends have done to help clean up the vacant lot. Write a blog entry that summarizes the work that you and your friends have done to get the vacant lot cleaned up. Use the class chart to find ideas from this cycle's reading. Think of the best way to tell at least five of these ideas even more briefly. Decide which ideas can be left out and how to combine and reword ideas. Make sure that your blog entry is written in complete sentences. Remember to include all the parts of a blog (date, title for the entry, body, closing, and signature).</p>		
	Scoring Guide	<p>The blog entry includes at least five of the most-important ideas from the reading.</p>	50 points
		<p>The blog entry does not include less-important ideas.</p>	25 points
		<p>The blog entry has ideas written in complete sentences.</p>	15 points
<p>The blog entry includes all the parts (date, title for the entry, body, closing, and signature).</p>		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 “Remarkable Kangaroo Joeys.”
3. Use the information you have written on your idea tree to write a brief summary of the section “How Kangaroos Use Their Long Legs.” (Write-On)

Nature’s Fury! Natural Disasters and What We Can Learn from Them

Word	Identification Strategy	Definition	Sentence
occurs	base word + ending	comes to mind	It never <i>occurs</i> to my dog that the cat doesn’t like it when she licks her fur.
evacuated	base word + ending	left, as for safety	The students <i>evacuated</i> the school building when the fire alarm sounded.
triggered	base word + ending	started, set off	The principal’s joke <i>triggered</i> a moment of laughter during the assembly.
dormant	chunk	asleep, inactive	Most bears lie <i>dormant</i> through the winter, emerging from their dens in spring.
lurches	base word + ending	sways	The car <i>lurches</i> forward if you stomp on the gas too hard.
collapse	chunk	fall down	Your snowman will <i>collapse</i> if you make the head too big for the body.
magnitude	chunk	size	The sheer <i>magnitude</i> of the ice cream sundae made me want to share it.
initial	chunk	first	The <i>initial</i> response to the plan was negative, but people started liking it the more they learned about it.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 89	Page 89 or 87	Page 89, 87, or 93

DAY 1

Team Talk	<ol style="list-style-type: none"> 1. What is the main idea of the text on page 82? Explain why you think this is the main idea. (Write-On) 2. Why should you be wary of tall, conical, and symmetrical volcanoes? 3. The problem with protecting people from volcanoes is that— <ol style="list-style-type: none"> a. people like living near fertile volcanic soil. b. you can't predict when they will erupt. c. people like living near a source of precious stones. d. all the above 4. How is an earthquake different from a volcanic eruption?
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DAY 2

Team Talk	<ol style="list-style-type: none"> 1. What is the main idea of the text on page 89? Explain why you think this is the main idea. (Write-On) 2. How have scientists worked to keep people safer during strong earthquakes? 3. What causes a tsunami? 4. What happened after the first tsunami wave hit Indonesia? <ol style="list-style-type: none"> a. People continued to enjoy a pleasant vacation. b. People went back to the beach to see what happened. c. It caused an earthquake in other countries around the world. d. It made people run for higher ground all over the island.
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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>tussled</i>? If you wish, draw a concept map, and record your ideas about the word. Donatello and Giovanni <u>fought</u> over the baseball card. Donatello and Giovanni <u>tussled</u> over the baseball card.
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Building Meaning	occurs	evacuated	triggered	dormant
	lurches	collapse	magnitude	initial
	<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. I was so nervous before receiving my award that I thought I would _____ onstage. 			

DAY 3

Team Talk	<ol style="list-style-type: none"> 1. The main idea of the text on page 82 is volcanoes. Use your idea tree to write a short summary of this section, and include at least three important ideas. (Write-On) 2. According to the chart on page 84, which volcano should we be most concerned about? <ol style="list-style-type: none"> a. Pinatubo b. Mount St. Helens c. Yellowstone Caldera d. Mono-Inyo Craters 3. Why does the author include the two photographs on page 85? 4. What happens when too much energy builds up at faults?
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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>writhed</i>? If you wish, draw a concept map, and record your ideas about the word. The worm <u>wiggled</u> when the bird caught it. The worm <u>writhed</u> when the bird caught it.
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Building Meaning	occurs	evacuated	triggered	dormant
	lurches	collapse	magnitude	initial
	<ol style="list-style-type: none"> 2. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 3. It <u>occurs</u> to me that if I make my lunch the night before, I won't have to rush to make it the next morning. <i>Occurs</i> means— <ol style="list-style-type: none"> a. comes to mind. b. happens. c. offends. d. escapes memory. 			

DAY 4

Team Talk	<ol style="list-style-type: none"> 1. Why did the United States government use dynamite after the San Francisco earthquake? Did it work? 2. According to the fact box on page 91, how is a tsunami different from a tidal wave? 3. Why do you think the author recommends you leave the beach immediately if you feel an earthquake? 4. Use information from your idea tree to write a summary of this cycle of <i>Nature's Fury! Natural Disasters and What We Can Learn from Them</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>snugly</i>? If you wish, draw a concept map, and record your ideas about the word.</p> <p>I wrapped my winter coat <u>tightly</u> around me.</p> <p>I wrapped my winter coat <u>snugly</u> around me.</p>
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Building Meaning	occurs	evacuated	triggered	dormant
	lurches	collapse	magnitude	initial
	<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>Raquel's simple water balloon prank _____ a yearlong battle between her and the children next door.</p>			

DAY 6

Writing Prompt	<p>Pretend that you are a reporter for the town newspaper. An earthquake has just happened, and you need to write an article about it! Your article will need to answer the 5 Ws of news: Who? What? When? Where? Why? The article should describe how the earthquake has affected your city. Think about the earthquakes you read about in <i>Nature's Fury! Natural Disasters and What We Can Learn from Them</i>. Your article should include at least two quotes: one should be from a scientist who studies earthquakes, and the other should be from an eyewitness. Remember to write your article in the correct format (date, headline, byline, dateline, lead paragraph, body).</p>		<p>You write an article about an earthquake in your town.</p>	20 points
			<p>You answer the 5 Ws.</p>	10 points each (50 points maximum)
			<p>You describe how the earthquake has affected the town.</p>	10 points
			<p>You include at least two quotes: one from a scientist and one from an eyewitness.</p>	5 points each (10 points maximum)
			<p>Your article is in the correct format (date, headline, byline, dateline, lead paragraph, body).</p>	10 points

Nature's Fury! Natural Disasters and What We Can Learn from Them

Word	Identification Strategy	Definition	Sentence
devastating	base word + ending	destroying	Old monster movies always have a beast <i>devastating</i> a city by crushing buildings.
displaced	prefix + base word + ending	removed	The heavy winds <i>displaced</i> our trash cans from the porch into our neighbor's yard.
accommodate	chunk	supply, take care of	A hotel worker can <i>accommodate</i> guests if they forget something like a toothbrush.
contaminate	chunk	make harmful	Sewage can <i>contaminate</i> drinking water and make you very sick.
absorb	chunk	suck in	A sponge can <i>absorb</i> a lot of water for cleaning up.
sinister	chunk	disastrous	The <i>sinister</i> accident left the star pitcher on the baseball team unable to play for a year.
depressing	prefix + base word + ending	weakening	Hearing my friends' horror stories from camp was <i>depressing</i> my desire to go.
imminent	chunk	likely to happen	Mandy could tell a storm was <i>imminent</i> because all the birds were quiet and the sky was still.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 103	Page 103 or 99	Page 103, 99, or 107

DAY 1

Team Talk

1. What is the main idea of the text on page 96? Explain why you think this is the main idea. (Write-On)
2. What happens when the eye of a hurricane passes overhead?
 - a. You see pouring rains.
 - b. You experience strong winds.
 - c. You see clear skies.
 - d. You experience a storm surge.
3. What problem did scientists foresee New Orleans having?
4. Are all floods natural disasters? How can you tell?

DAY 2

Team Talk

1. What is the main idea of page 103? Explain why you think this is the main idea. (Write-On)
2. Why do you think the author includes instructions for making a tornado on page 105?
3. Do you think it is a fact or an opinion that most tornado deaths and injuries are caused by flying debris? Support your answer.
4. A tornado warning is issued when—
 - a. a tornado is spotted on the ground.
 - b. the weather is right for forming tornadoes.
 - c. winds reach 100 mph or higher.
 - d. any severe storm passes through an area.

Skill Practice

Choose the answer that means the closest to the underlined word in the sentence.

1. I decided to abstain from eating meat because I felt sorry for animals. *Abstain* means—
 - a. get closer.
 - b. want.
 - c. desire.
 - d. stay away.
2. I discarded my seven of hearts, hoping to pick up another queen from the deck. *Discarded* means—
 - a. picked up.
 - b. threw away.
 - c. sold back.
 - d. asked for.

Building Meaning	devastating	displaced	accommodate	contaminate
	absorb	sinister	depressing	imminent
	<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>A baby bird's downy feathers _____ water easily because they are not waterproof.</p>			

DAY 3

Team Talk	<p>1. The main idea of page 96 is hurricanes. Using your idea tree, write a short summary of the section containing at least four important ideas. (Write-On)</p> <p>2. What does the author provide readers in a fact box on page 98?</p> <ol style="list-style-type: none"> information about hurricane names information about donating to hurricane relief information about Hurricane Katrina information about post Katrina New Orleans <p>3. Why do you think the author recommends your car be filled with gas if a hurricane evacuation is in effect? Support your answer.</p> <p>4. What causes floods?</p>
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Skill Practice	<p>Choose the answer that means the closest to the underlined word in the sentence.</p> <p>1. I was <u>displeased</u> with my dinner, so I complained to the chef. <i>Displeased</i> means—</p> <ol style="list-style-type: none"> very happy. a little happy. not happy. somewhat happy. <p>2. Abraham Lincoln <u>abolished</u> slavery in the United States. <i>Abolished</i> means—</p> <ol style="list-style-type: none"> did away with. restarted it. continued it. brought it back.
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Building Meaning	devastating	displaced	accommodate	contaminate
	absorb	sinister	depressing	imminent
<p>3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>4. The cat was <u>displaced</u> from the couch when the heavy dog knocked its pillow from the seat cushion. <i>Displaced</i> means—</p> <ol style="list-style-type: none"> removed. added. replaced. carried. 				

DAY 4

Team Talk	<ol style="list-style-type: none"> What happened to the town of Murphysboro, Illinois, after the Tristate Tornado struck it? The natural disasters in this cycle are different from the natural disasters in the first cycle because— <ol style="list-style-type: none"> they only affect small areas. they cause less damage. they are easier to predict with tools. they are not as dangerous. What does the author think you should have to be prepared for natural disasters? Use information from your idea tree to write a summary of this cycle of <i>Nature's Fury! Natural Disasters and What We Can Learn from Them</i>. (Write-On)
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Skill Practice	<p>Choose the answer that means the closest to the underlined word in the sentence.</p> <ol style="list-style-type: none"> When I fell, I got an <u>abrasion</u> on my knee that bled really badly. <i>Abrasion</i> means— <ol style="list-style-type: none"> area that formed a bruise. area where skin was scraped away. area that became sore. area where a bandage was added. Noah tried his best to <u>disjoin</u> his dog from the fight. <i>Disjoin</i> means— <ol style="list-style-type: none"> keep close. hold tight. push forward. keep away.
----------------	--

Building Meaning	devastating	displaced	accommodate	contaminate
	absorb	sinister	depressing	imminent
<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 could tell an argument was _____ because Marnee and Lena were glaring at each other.</p>				

DAY 6

Writing Prompt	<p>Pretend that you witnessed one of the natural disasters mentioned in this text and decide to write your observations in a journal. You think a scientist might like to know what you witnessed. In your journal entry, describe where you were when the disaster struck. Use information from the text and what you have learned about different natural disasters to describe at least five things that happened during the event. Think about how the disaster affected the area around you. Remember to use good descriptive details as you write. Remember that this journal entry only needs a date, body, and signature.</p>
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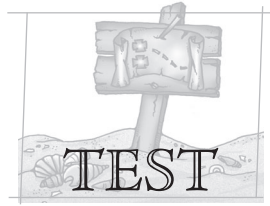
Scoring Guide	You write an observation journal entry about what you witnessed during a natural disaster.	15 points
	You describe where you were when the disaster struck.	10 points
	You describe at least five things you saw happen during the event.	10 points each (50 points maximum)
	You use good descriptive details in your writing.	20 points
	Your journal has a date, body, and a signature.	5 points

Table of Contents

The Savvy Reader—Summarizing Level 6

Student Test

Summarizing at the *S.H.O.R.T. School News*..... T-1
Me, My Friends, and the Mayor..... T-3
Summarizing Saves the Animals: Samburu..... T-7
Nature’s Fury! Natural Disasters and What We Can Learn from Them T-9



Comprehension Questions

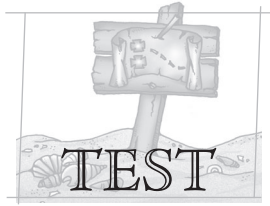
Read *The Wash Out*, and answer the following questions.

The Wash Out

1. In late September, a tropical storm blew up the coast and flooded the town of Greenwood. The townspeople were prepared for the storm and took extra precautions to stay safe and protect their homes.
2. Across town, people had boarded up windows to protect the glass from flying debris, and there were huge sacks of sand waiting to stop flood waters from entering homes. One place that did not receive a lot of attention was the zoo, so zookeepers tried to prepare the animals the best they could before the storm hit.
3. “I walked past the zoo last night,” Elis said a day after the storm, “and it looked terrible in there! The animals seemed okay, but there are trees knocked down in their enclosures, and the flood waters destroyed many plants.”
4. “That is a shame, those poor animals,” Elis’s mother said. “I wonder if the zoo will need help to repair the damage,” she added. “I bet they will!” Elis exclaimed. “This gives me a great idea for my class’s community-service project!”
5. That morning at school, Elis had a word with her teacher, Mrs. Epstein. She explained what she saw at the zoo and what she thought her class could do to help. Mrs. Epstein thought Elis had a marvelous idea and told her she would call the zoo immediately to ask what kind of help they needed.
6. “Class, I have an announcement to make,” Mrs. Epstein said the next day. “Elis presented an idea for our community-service project, and I have received the okay for it,” she said. “Elis, would you like to explain?” Elis stood up and told her class about what she saw when she walked past the zoo and what she thought they could do to help.
7. “This is the perfect project for us to take part in!” Isaac exclaimed. “I agree!” Thomas added. “I’m sure the zoo will need help replanting plants in the animals’ habitats.” Hannah raised her hand and suggested that the students look for donations of plants from peoples’ homes and gardens. “The zoo uses all locally grown and native plants. I’m sure people would like to see the zoo looking as beautiful as it did before the storm,” she said.
8. The whole class agreed and planned their course of action. Groups of students would walk around town to ask the townspeople if they had any plants to donate to the zoo to replace the ones that had been lost during the storm. They would bring wagons with them to collect any plants that they received. Other groups of students would meet at the zoo and begin the cleaning process by removing fallen limbs and trees and fixing broken shelters for the animals.
9. Elis and her class worked hard to repair and restore the zoo. Zookeepers moved the animals to special enclosures while the kids cleaned and restored the habitats to their previous beauty. The townspeople applauded the class’s efforts and donated many plants from their own gardens. “We can’t begin to thank your class enough for all the help,” Dr. Fatima said. “The animals look happier than ever to be in their enclosures, and your assistance saved us time and stress in getting the animals’ lives back to normal.”

1. What story elements helped you predict the main idea of this story? Write one of the story elements on your story map.
2. What is one question that you had about the main idea before you began reading the story?
3. Which of the following best describes the main idea of paragraph 5?
 - a. Mrs. Epstein is heartbroken by the sight of the zoo animals.
 - b. The zoo visits Elis's class to describe the effects of the flood.
 - c. School is closed for the day so everyone can help restore the zoo.
 - d. Elis tells Mrs. Epstein about her idea for a community-service project.
4. On your story map, write down the story's main problem and an important event from the story.
5. Which of the following best describes the main idea of paragraph 7?
 - a. The students plan to donate their pets to the zoo.
 - b. The students think of ways to donate new plants to the zoo.
 - c. The students visit other zoos to borrow new plants.
 - d. The students grow new plants at home to give to the zoo.

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



Comprehension Questions

Read pages 40 and 41 of *Me, My Friends, and the Mayor*, and answer the following questions.

1. How can you tell Maurice and Luis get along?
 2. Which of the following best describes the tone of the boys' e-mail to the mayor?
 - a. angry
 - b. rude
 - c. polite
 - d. impatient
 3. Why does the mayor say she can't help the boys?
 4. How do Maurice's actions during his walk home show that he's upset?
 - a. He stomps his feet and balls his fists.
 - b. He walks with his head high and proud.
 - c. He walks slowly and kicks pebbles.
 - d. He skips and cheers down the street.
5. What are the most-important events and ideas from today's reading? Write a short summary of this passage, and include at least three important events.
6. Make a prediction about what you think Maurice's big idea might be. Support your prediction.

Word Power

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

Skill Questions

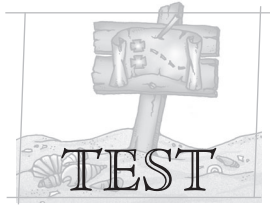
Write each compound word on your paper. Write the two words that make up the compound word, and then write a definition for each word.

1. password
2. handwriting
3. storeroom
4. necktie

Building Meaning

access	technician	device	eyesore
potential	privileges	budget	initiative

5. Write a meaningful sentence for the word *budget*.
6. We ought to thank Clancy for his _____ in starting the program to keep the schoolyard clean.
7. Kara was working on a device that would make cooking rice easier and faster. *Device* means—
 - a. train.
 - b. toy.
 - c. tool.
 - d. trick.
8. The workers fought for better _____, such as more vacation days and higher wages.
9. Going to the mall, watching a movie, or playing football were all potential things we could do with our upcoming day off. *Potential* means—
 - a. daring.
 - b. boring.
 - c. poor.
 - d. possible.
10. John waited for the _____ to come and look at his broken computer screen.
11. The city council agreed that the ugly statue was an eyesore that should be removed. *Eyesore* means—
 - a. ugly sight.
 - b. pest.
 - c. annoyance.
 - d. beautiful object.
12. You can _____ the secret room if you know the pass code and type it in the keypad.



Comprehension Questions

Read page 61 of *Me, My Friends, and the Mayor*, and answer the following questions.

1. What does Maurice hope will happen when he sends the mayor the second e-mail?
 2. The second cleanup day is similar to the first because—
 - a. the kids have fun doing it again.
 - b. the kids play gladiators again.
 - c. the kids find the same trash again.
 - d. the kids know they need to return again.
 3. How do Maurice’s friends respond to being mentioned in the mayor’s e-mail?
 4. Do you think the people in Maurice’s neighborhood appreciate what the kids have done? How can you tell?
 5. Which of the following is not a lesson Maurice learns from this situation?
 - a. Sometimes adults make things too complicated.
 - b. Making things better can be really hard work.
 - c. Friends can be unreliable and unhelpful when you need them.
 - d. It takes devotion and hard work to get a lot of things done.
6. Use your story map to write a summary of this cycle’s reading. Include at least four important events in your summary.

Word Power

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

Skill Questions

Use the dictionary entry below to answer the following questions.

vile

adj. **1** terribly bad. **2** disgusting or repulsive. **3** highly offensive or insulting. **4** morally wicked, corrupt. **5** foul, filthy. **6** poor, wretched. **7** of mean or low condition. **8** lowly. **9** of little value.

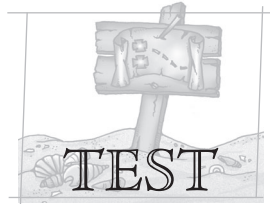
Which dictionary entry gives the best definition for *vile* as it is used in the following sentences?

1. There was a vile odor in the air when the rotten egg burst open.
2. “Your vile deeds shall not go unpunished!” the king said to the wicked wizard.
3. I had a vile headache after eating an entire bagful of chocolate candies.
4. “Why must so many musicians use such vile language in their songs?” Wanda’s grandmother asked.

Building Meaning

discarded	callous	substantial	incredulously
remnants	diligence	scheduled	oversee

5. Write a meaningful sentence for the word *oversee*.
6. After the forest fire raged through the forest, the only _____ were a few blackened trees.
7. Dad and I cleaned out the attic and decided that a lot of the old junk could be discarded.
Discarded means—
 - a. purchased.
 - b. given away.
 - c. thrown away.
 - d. stolen.
8. Everyone expected the big iron ship to sink, so we all stared _____ when it didn't meet its watery grave.
9. Vincent felt a bit ill after he ate a substantial amount of candy. *Substantial* means—
 - a. significant.
 - b. unimportant.
 - c. simple.
 - d. difficult.
10. It took a lot of _____, but after months of working on it, I finally finished my painting.
11. Mr. Thigpen, my French teacher, scheduled a meeting for tomorrow so I could get some extra help.
Scheduled means—
 - a. studied.
 - b. made time for.
 - c. forgot all about.
 - d. ignored.
12. Most of the kids in class think Terrell is really _____ and doesn't care about the other kids' feelings.



Comprehension Questions

Read “Cuddly Koalas,” and answer the following questions.

Cuddly Koalas

Range

Australia

Description of Koalas

Koalas are herbivorous marsupial mammals that live their entire lives in trees. They have gray to brown fur, depending on whether they live in the northern or southern parts of Australia. Their fur coats are thick and woolly to protect them from high and low temperatures and rain. Koalas are easily identified by their round, furry ears, which have white fur on the inside, and by their large black noses, which are covered in leathery skin instead of fur.

Unlike other tree-dwelling mammals, koalas do not have thick or long tails to help them with balance. Koalas are equipped with strong arms and legs to help them maneuver through the trees. Their paws end in sharp claws that grip trunks and branches easily. Koalas have pouches to hold their tiny joeys. Many people mistakenly refer to koalas as koala bears because of their cuddly, bearlike appearance, but they are not bears; they are more closely related to wombats.

Koala Joeys

Like most other marsupial babies, koala joeys are raised in their mothers’ pouches. Koala joeys are born after about thirty-five days of gestation, and they immediately crawl into their mothers’ pouches for milk and protection. They are blind, hairless, and about the size of a jelly bean. After seven to eight months of living in their mothers’ pouches, joeys are ready to peek out.

They transition from drinking milk to eating eucalyptus leaves by eating a diet of pap, which is a special form of their mothers’ droppings. The droppings contain microorganisms that the joeys will need to help them digest toxic eucalyptus leaves. When the joeys are too big for their pouches, they cling to their mothers’ stomachs and backs until they are ready to venture out on their own.

Picky Eaters

Koalas are among the pickiest eaters in the animal kingdom. They prefer to eat the leaves of eucalyptus trees. There are more than six hundred varieties of eucalyptus trees, but koalas usually will only eat from twenty to forty of this number and prefer only ten. Eucalyptus leaves are actually poisonous to most creatures, but koalas have developed strong digestive systems that help them deal with the toxins found in the leaves. They have a very long digestive tract that helps them extract all the nutrients possible out of the nutrient-poor leaves, while neutralizing the toxins.

This long digestive tract coupled with a slow metabolism helps koalas maintain a healthy lifestyle. Koalas need to eat about two and one half pounds of leaves to satisfy their nutritional needs. To conserve energy and get the most value out of their food, koalas sleep for most of the day. They sleep between eighteen and twenty-two hours a day, nestled in the forks of trees. Koalas are nocturnal and do most of their eating at night.

The leaves of eucalyptus trees not only provide koalas with their main meal, but also their water. Koalas usually avoid having to leave their trees to drink water by absorbing water from the leaves that they eat. In times of drought, when the water content of the leaves is reduced, koalas are sometimes forced to find another source of water.

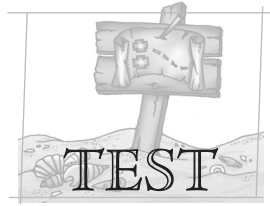
Threats to Koalas

The biggest threat to koalas is the loss of habitat. Koalas need trees for food, a home, and protection. They lose their homes to deforestation by the logging industry and new housing developments. When they occur, bushfires can cause a localized extinction of koalas. Bushfires are common in summer months. Dieback, a situation that occurs when trees die from environmental factors, is also a problem because it reduces the number of trees available to koalas for nesting and food. Koalas need many trees as part of their home range.

Natural predators are no longer the biggest threat to koala numbers. Dogs can kill more than 1,000 koalas a year, and animals such as foxes, owls, and eagles attack young koalas, but these animals do not have the same impact as the loss of trees. Koalas are also susceptible to being hit by cars. As highways and roads continue to cut through their forests, more koalas will be hit by cars as they try to travel to other trees.

Koalas often carry disease, most notably a variety of chlamydial disease. This disease can cause blindness or make females infertile. However, the disease also helps keep populations of koalas healthy because only the strongest koalas survive.

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 5?
 - a. Koalas can handle eating a picky diet of toxic leaves.
 - b. Eucalyptus leaves are a rare delicacy for koalas.
 - c. Koalas eat a variety of trees all across Australia.
 - d. Many animals compete with koalas to eat eucalyptus.
 4. On your idea tree, write the main idea and important supporting details from the section titled “Picky Eaters.”
 5. What is the main idea of paragraph 9?
 - a. Predators, such as dogs and eagles, cause the most harm to koalas.
 - b. More koalas are killed by cars than by anything else.
 - c. Koalas have some natural predators, but they are not the koalas’ biggest problem.
 - d. Dogs are not a threat because koalas can fight them.
6. Use the information you wrote on your graphic organizer to write a brief summary of the section “Threats to Koalas.”



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Landslides

Imagine standing near the top of a steep slope. It recently rained a lot in your area, so the ground is a little soft. Suddenly you feel the earth shudder under your feet. The whole slope in front of you is sliding downward at an alarming speed. Luckily you are on stable ground, but the mass of earth flows over the road below, blocking it completely.

You just witnessed a landslide. This happens when gravity acts on the soil and rock on a slope. The soil and rock are not strong enough to hold together on the hill anymore. Heavy rains, earthquakes, volcanic eruptions, or even human construction can cause a landslide. Mudflows happen when the soil on a hillside is extremely wet.

The world's most significant recorded landslide happened when Mount St. Helens erupted in 1980. A fourteen-mile-long avalanche of debris flowed down the mountain, followed by a fifty-mile-long mudflow. It destroyed nearly sixty miles of highway and forty-seven bridges in Washington.

Landslides are common in many parts of California. Each year, shifting soil causes homes to tumble down hillsides and over cliffs. The best way to avoid being affected by landslides is to not build on steep slopes. You can also have geologists examine your property for slope weakness. Planting trees and shrubs on slopes can keep the hillside stable. The roots provide a foundation that strengthens the soil and keeps it from slipping too far.

Sources: landslides.usgs.gov/learning/ls101.php
landslides.usgs.gov/learning/faq/
www.fema.gov/hazard/landslide/ls_before.shtm
landslides.usgs.gov/learning/majorls.php

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 show the reader images of famous landslides
 - b. to inform the reader about the danger of landslides
 - c. to persuade the reader to become a geologist
 - d. to entertain the reader with landslide stories

How do you know?

3. How do you think landslides and mudflows are different? How can you tell?

- | |
|---|
| <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

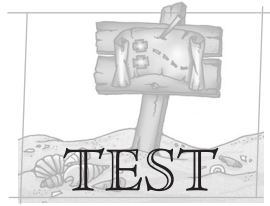
Read each sentence. How does each sentence make you feel? What are the connotations? Draw a concept map if necessary.

1. Delilah walked down the street.
Delilah sauntered down the street.
What is the connotation of the word *sauntered*?
2. A group of preschoolers ran to the park.
A horde of preschoolers ran to the park.
What is the connotation of the word *horde*?
3. The neighbors were having a fight about the new fence.
The neighbors were having a feud about the new fence.
What is the connotation of the word *feud*?
4. Margo surprised me as I turned the corner.
Margo ambushed me as I turned the corner.
What is the connotation of the word *ambushed*?

Building Meaning

occurs	evacuated	triggered	dormant
lurches	collapse	magnitude	initial

5. Write a meaningful sentence for the word *evacuated*.
6. When a baby first learns to walk, it _____ unsteadily on its legs while trying to move forward.
7. I wasn't prepared for a mall the magnitude of the new one, with its soaring ceiling and huge food court.
Magnitude means—
- color.
 - feel.
 - size.
 - flavor.
8. In *Sleeping Beauty*, the princess lies _____ until her true love kisses her awake.
9. After being surprised by the initial sound of the vacuum, my dog was never bothered by it again.
Initial means—
- after.
 - former.
 - last.
 - first.
10. It never _____ to my brother that he could walk to school just as quickly as the bus gets him there.
11. The strong winds caused the tent to collapse, so we decided the camping trip was over. *Collapse* means—
- start up.
 - shake.
 - fall down.
 - tear.
12. The aftershocks _____ panic as people feared another big earthquake was coming.



Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Drought

The weather has been hot and dry for weeks. Everyone in the neighborhood has been running sprinklers to keep their lawns looking green and fresh. However there isn't enough water for everyone. Farms across the state need water to keep their crops from withering. Already some crops are dying of thirst. You are experiencing a drought.

A drought is a long period of dry weather. A few weeks of dry weather can damage crops permanently. Farmers rely on selling healthy and abundant crops to prepare for the next year. In some areas, a lack of rain can dry up wells and reserves of water for drinking, bathing, and cooking.

During the 1930s, the United States experienced the Dust Bowl. A severe drought killed crops across the Midwest and southern plains starting in 1931. Farmers continued trying to plant crops, ruining the dry soil. Strong winds carried the dry dust in enormous clouds, coating everything in a layer of grime and grit. The Dust Bowl lengthened the effects of the Great Depression in many parts of the country. It took nearly a decade for the cycle of droughts and soil erosion to end.

Droughts especially affect countries whose people rely heavily on agriculture for income. When much of the population loses their crop to drought, it depresses the economy. People can't afford necessities. Droughts force millions of people around the world to live in poverty. A lack of fresh water from rains or melting snows often leads to disease in countries around the world.

Sources: www.wrh.noaa.gov/fgz/science/drought.php?wfo=fgz

www.english.illinois.edu/maps/depression/dustbowl.htm

www.guardian.co.uk/environment/2009/jul/05/crops-farmers-climate-change-oxfam

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 persuade the reader to practice better farming techniques
 - b. to entertain the reader with stories about the Dust Bowl of the 1930s
 - c. to compare and contrast the effects of droughts and floods
 - d. to inform the reader about the effects of long periods of dry weather

How do you know?

3. What were the effects of droughts in the United States during the 1930s?

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

Choose the answer that means the closest to the underlined word in the sentence.

1. If it was truly an accident, a judge will absolve you of guilt. *Absolve* means—
 - a. punish further.
 - b. imprison.
 - c. blame.
 - d. make free from.
2. You will dishonor your parents if you refuse to answer their questions. *Dishonor* means—
 - a. not respect.
 - b. show love.
 - c. not hear.
 - d. give thanks.
3. The kidnappers abducted the child, hoping they would get ransom money. *Abducted* means—
 - a. took back to the parents.
 - b. brought closer to the parents.
 - c. took away from the parents.
 - d. cared for in place of the parents.
4. The two scientists disagreed with one another about the origin of the universe. *Disagreed* means—
 - a. gestured.
 - b. did not play.
 - c. did not match.
 - d. interrupted.

Building Meaning

devastating	displaced	accommodate	contaminate
absorb	sinister	depressing	imminent

5. Write a meaningful sentence for the word *absorb*.
6. Young puppies have a habit of _____ households that are not ready for their energy.
7. The school will accommodate your needs for art supplies and paper, but you need to bring your own smock. *Accommodate* means—
 - a. remove.
 - b. supply.
 - c. deny.
 - d. keep.
8. The bad play rehearsal turned _____ when one of the sets fell apart.
9. My grandpa always said a snowstorm was imminent when his elbow hurt him. *Imminent* means—
 - a. unable to pass.
 - b. unlikely.
 - c. impossible.
 - d. likely to happen.
10. The goldfish was _____ from its tank while its owner cleaned the water.
11. One child with a cough and a runny nose can contaminate the air in a classroom in one day. *Contaminate* means—
 - a. make harmful.
 - b. purify.
 - c. improve.
 - d. make safe.
12. The difficulty of the piano was not _____ my desire to play it professionally.

