



# Clarifying

Level 2

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—Clarifying***

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# Clarifying Sticky Situations

## Summary

Meet Sticky, a bird that loves to read. He has a sticky situation though. The problem is that sometimes Sticky comes across words he doesn't recognize or can't pronounce, and his reading comprehension flies away. What's a bird to do? Jack and Lisa have the same sticky situation. Their friend Sarah helps Jack, Lisa, and Sticky learn how to clarify word pronunciation and meaning. And if they're still stuck on a word after trying to clarify, Sarah tells them to put a sticky note on it and ask their partners or teammates for help. Your students will have fun reviewing and practicing word-clarifying strategies along with Jack, Lisa, and Sticky!

## Instructional Objectives

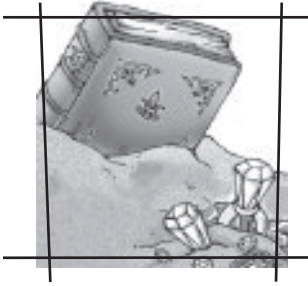
	Reading
<b>CYCLE 1</b>	<b>Clarifying (CL)</b>
	Students will stop when they don't understand what they read and apply clarifying strategies to fix their comprehension.

**Teacher's Note:** Clarifying Sticky Situations is a five-day lesson cycle that introduces the team cooperation goals and the clarifying process. It does not follow the standard structure of Targeted Treasure Hunts.

### Preparation

- Create student teams of four members (use five-member teams only when the class is not equally divisible by four) that represent a cross-section of the class in gender, race or ethnicity, and past performance. When possible, create teams consisting of two boys and two girls, different ethnic backgrounds, and one relatively high, one low, and two average performers. Arrange for teams to be able to sit and work together.
- Within teams, designate partners, usually the two students sitting next to each other. (Five-member teams should have one set of partners and one triad.)
- Print or copy a teacher cycle record form. During this cycle, you will record team celebration scores, strategy-use points, and cycle-test scores. Students will begin using team score sheets during the next cycle.

- You will need pieces of poster-sized paper for a team-building activity on day 1 that takes place during the introduction to the Success Review and Keeping Score lesson segment. On their posters, each team will be represented by a circle.
- You will need the Savvy Reader media DVD (print customers only), *The Savvy Reader—Clarifying, A Collection of Readings* for each partnership, a Clarifying Strategy Card for each partnership, and sticky notes.



## DAY 1

## ACTIVE INSTRUCTION

Timing Goal: 55 minutes

## Creating Teams



- Divide students into teams, and assign each team a letter. Assign each student a number for **Random Reporter**.
- Tell students they will work in partnerships and teams like they do in homeroom.
- Tell them that the first step in teamwork is getting to know one another and creating a team name.
- Tell students that an important part of getting to know one another is identifying the things they have in common.
- Give each team a large piece of paper with a circle on it. Tell students to write things they have in common in the circle and to write things unique to each member outside the circle.
- Prompt the student discussions with the following questions.

**When do you go to bed? What do you eat for breakfast? What is your favorite food? Who is your favorite singer? What is your favorite season? What is your favorite baseball team?**

- Use **Random Reporter** to select students to give examples of the things their teammates have in common.
- Ask students to use their posters to create a team name. Ask them to write the team name on their poster.
- Post the teams' work around the classroom. Tell students that they can add to their posters as they get to know their teammates better.
- Tell students that there are important parts of working in partnerships and teams. Tell them they can earn team celebration points for effective teamwork.
- Point to the Team Celebration Points poster. Use **Random Reporter** to have one student from each team tell you his or her team's name. Write each team name at the top of a column on the poster.
- Tell them that they will watch a video about working in partnerships and teams. Ask them to look for the Team Celebration Points poster during the video and to notice how teams earn team celebration points.
- Play the video.





- Use **Think-Pair-Share** to have students discuss what they learned about working in teams. Randomly select a few students to share.

**OK, class. Now I want you to think.** Point to your head. **Think about what the video taught you about working in teams.** Allow students time to think. **Now pair with your partner to discuss what you learned. When you're finished talking, put your hand together with your partner's hand in the air so I know you're ready.** Randomly select a student to share with the class.

- Use **Think-Pair-Share** to have students explain why it's important for all teammates to be prepared for discussion. Randomly select a few students to share.

Point to your head. **Think about why every teammate should be prepared for discussion.** Allow students time to think. **Now pair with your partner, and tell him or her your ideas. Remember to put your hands together to show when you are done.** Remind partnerships to put their hands together when they're finished as necessary. Randomly select a student to share with the class. **That's right! Because I will use Random Reporter to choose someone to answer, so everyone has to be prepared.**

- Randomly select a few students to describe how good teamwork is rewarded. **How is good teamwork rewarded? Talk about it in your teams.** Allow teams time to talk. **Make sure everyone in your team is ready to answer.** Randomly select a student, or use the spinner to choose a student. **Number Xs, let's hear your responses.** Allow students time to respond. **That's right! Good teamwork is rewarded with team celebration points.**
- Model showing students how the **Random Reporter** earned team celebration points for his or her team by marking the points on the Team Celebration Points poster.
- Tell students that they will learn more ways to earn team celebration points throughout the cycle. Tell them you will keep track of their points on the Team Celebration Points poster.
- Tell students that questions on the Student Test relate to clarifying.

### Set the Stage

- Introduce the lesson and reading objective.

**This cycle we will watch videos of some students who don't know what to do when they're reading and they come to a word that they don't know or can't say. We'll learn what strategies they use, and we'll practice the same strategies while we read.**

## Using the Targeted Strategy (Introduction and Definition)

- Use **Think-Pair-Share** to introduce clarifying.

**We're going to watch a video about some students who don't know what to do when they're reading and they come to a word they don't know or can't say. Think about what we should we do when we are reading and we come to a word we don't understand.** Give students a minute to think. **Now share your ideas with your partner.** Give students a minute to share. **Now I'll choose a few students to answer.** Randomly select a number, or use the spinner to choose a number. **Number Xs, get ready to tell me what you and your partners shared.** *If we don't know a word or can't say it, we should stop and figure it out. If we don't do that, we won't understand what we are reading.*

- Introduce the video.

**I think we're ready to meet a bird named Sticky and his friends Sarah, Jack, and Lisa. They're going to have some sticky reading situations. As you watch, I want you to think about what they do when they come to a sticky situation. Notice the strategies they use when they can't say a word or don't know what a word means and what they do when the strategies don't help them. I also want you to think about why Lisa and Jack want to fix their sticky situations. Let's watch.**

- Ask students to take out their Clarifying Strategy Cards from their team folders.



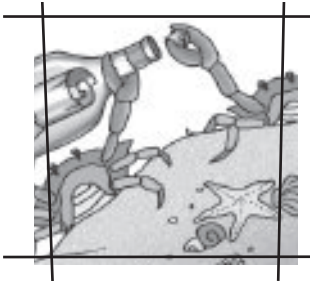
- **Play** “Part 1: Review of Strategies” (11 minutes). During the last segment, Sticky asks students to help Lisa and Jack clarify three words.
- Model clarifying the first word with student help and telling which strategy you used if necessary.

**Jack's having trouble saying a word. Let me see how I would clarify this word.** Begin reading the sentence. Chunk and sound out *traveled*. **“Some dinosaurs t-, tr-....” This is a tough word. Let's look at our Clarifying Strategy Cards. The card gives me a couple strategies to use when I can't say a word. It doesn't look like a word I can blend. As my partners, help me pick one strategy that I can use to figure out this word.** Allow students to name strategies. **I heard “chunk.” I do think I can chunk this word. Trav-el-ed. Traveled. Traveled!** **“Some dinosaurs traveled in groups.” That makes sense. I figured out the word by chunking it. Now let's watch to see which strategy Jack uses.**

- Push play to continue watching the video.
- Ask students to clarify the remaining two words in teams. Tell them to use their Clarifying Strategy Cards as they discuss the words. Prompt them in their discussions as necessary.
- Use **Think-Pair-Share** to have students clarify the words and tell which strategies they used. Randomly select a few students to share.
- Model clarifying any unresolved words.

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- After students clarify each word, play the video to see which strategies Lisa and Jack used to clarify it.
- Emphasize that different strategies can be used to clarify the same word.
- Use **Team Huddle** to have teams discuss why they need to fix sticky situations. Use **Random Reporter** to select a few students to share. *You need to fix sticky situations to understand the reading.*
- Use **Team Huddle** to have teams discuss what to do when they have a sticky situation. Use **Random Reporter** to select a few students to share. *You should stop reading, look at the Clarifying Strategy Card, and reread to check your thinking.*
- Use **Team Huddle** to have teams discuss which strategies they can use when they don't know how to say a word. Use **Random Reporter** to select a few students to share. *You can sound it out/blend it, chunk it, look for a base word, or reread.*
- Use **Team Huddle** to have teams discuss which strategies they can use when they don't know what a word means. Use **Random Reporter** to select a few students to share. *You can use context clues, reread, read on, use your background knowledge, make a mind movie, or check the dictionary.*
- Remind students that they should put a sticky note on a word when they still can't figure it out.
- Award team celebration points.
- Randomly assign team leaders.




# TEAMWORK

Timing Goal: 35 minutes

## Team Discussion

Clarifying



1. **Stop** when you don't know or understand something.
2. Try **strategies** to figure it out.
  - If you can't say a word:
    - Blend it.
    - Chunk it.
    - Look for a base word.
    - Reread it.
  - If you don't know what a word or part means:
    - Use context clues.
    - Reread.
    - Read on.
    - Use your background knowledge.
    - Make a mind movie.
3. Use a **sticky note** to mark words or ideas you can't figure out.
4. **Ask** your team for help.

- Review the Clarifying Strategy Card, as necessary, to prepare students for Sticky’s Challenge.
- Introduce Sticky’s Challenge.

**Sticky wants you to learn as much about clarifying words as he, Lisa, and Jack are learning, so he has a challenge for you. Read it along with me.**

- Read Sticky’s Challenge aloud.

**Student Edition, page S-1**

Hi boys and girls,

I used to hate getting stuck on a word. But now that I’ve learned how to clarify words, I can get myself unstuck! I’ll bet you’re learning how to clarify too.

I want you to work in teams to clarify how to say the underlined words in sentences 1 and 2. Then see if your team can figure out the meaning of the underlined words in sentences 3 and 4. Don’t forget to use your strategy cards!

Your friend,  
Sticky

- Review the following sentences with students, and then have them begin the challenge and discussion.

**Student Edition, page S-1**

**How do you say the underlined words?**

1. The migrating geese flew south, where it was warmer.
2. The nightingale lives deep in the forest and sings only at night.

**What do the underlined words mean?**

3. The robin plucked a worm from the grass and ate it.
4. The nimble cat jumped on the robin before it could fly away.

- Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards and to reread the sentences to check their thinking.
- Have teammates explain which strategy they used and why.
- Award team celebration points.
- Remind team leaders that they will need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.
- Remind teams that if they can’t figure out a word, they should put a sticky note on it.

**Class Discussion TP**

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified in Sticky’s Challenge.
- Point out the clarifying rubric on the team folder. Introduce the rubric by explaining the different responses. Tell students they will earn team celebration points for 100-point responses.
- Tell them that you’ll show them how to have a strategy-use discussion by modeling it with a student. Randomly select a student.

**OK, Number X. Tell me how your team clarified sentence 1.** Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Gretchen. Sticky challenged us to clarify how to say the underlined word in sentence 1. Can you say the word?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify it to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.

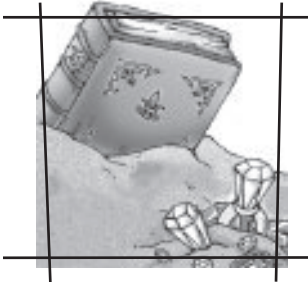


- Use **Random Reporter** to review sentences 2–4. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the clarifying rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.
- Summarize the lesson for students.

**Sticky and his friends got some help from Sarah for their sticky reading situations. She told them to stop when they don’t know a word and use strategies to figure it out. She even gave them a card with the clarifying strategies on it. And we have the card too! We can use these strategies whenever we read, in every class and at home! And from now on, if we can’t figure out a word on our own, we’ll put a sticky note on it. I wonder if Sarah will tell us how to get some help with the words we can’t figure out. I hope so!**

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





## DAY 2

## ACTIVE INSTRUCTION

Timing Goal: 55 minutes

## Introduction to Team Cooperation Goals

- Introduce the team cooperation goals to students. Tell them that the team cooperation goals help them to work together, earn team celebration points, and become super teams.
- Tell students there are five team cooperation goals and that they will learn about two of them, practice active listening and explain your ideas/tell why, by watching a video.
- Ask students to think about what these two team cooperation goals look and sound like as they watch the video.

**As we watch this video about the team cooperation goals, I want you to think about what practicing active listening and explaining your ideas and telling why look and sound like. What does an active listener do? How do students in the video show us that they are explaining their ideas and telling why? What does that sound like? Let's watch and find out.**



- **Play** the video.
- Display a looks like/sounds like chart.
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what active listening looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *Active listening shows students with eyes on the speaker, sitting still, ready to ask a question, rephrasing a teammate's answer, and contributing to the discussion.*
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what explaining ideas and telling why looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *Looking at the text, with teammates listening and asking questions, providing clues or evidence for answers, and asking "what else do you know about this?" are all evidence of students explaining their ideas.*
- Tell students that you want them to show these behaviors during class today and that you will award team celebration points when you see them.

## Set the Stage

- Remind students of the reading objective.

### Using the Targeted Strategy (Introduction and Definition)

- Display the following sentence, or one of your own, on chart paper.

The flamingo is a tall bird with a long beak and beautiful pink plumage.

- Use **Think-Pair-Share** to have students clarify any words in the sentence that they do not know with their partners.

**When I read, I often come across words I don't know. I think most readers do. I want you to work with your partner. Read this sentence. Allow students time to read. Think about any words that you do not know. Now share the words that you don't know with your partner. Use your Clarifying Strategy Card to help figure out the word. Be ready to tell the class which word you didn't know and which strategies you and your partner used to try to clarify it.**

- Randomly select a few students to share the words they didn't know and how they clarified them with their partners. Prompt students to tell if they were stuck on pronunciation, meaning, or both. Prompt students to reread the sentence to check their thinking.
- Reinforce the idea of working with one's partner when clarifying.

**Did it help to work with your partner to clarify the sticky word? Why? Wait for students' responses. That's right! When you're stuck, your partner may know a strategy that you can try. Aren't we lucky to have partners who can help us learn?**

- Introduce the video.

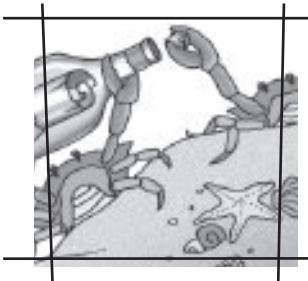
**Yesterday we met Sticky and his friends. Today Lisa and Jack continue to read about dinosaurs. They'll probably run into some more sticky situations. Luckily for them, they have the Clarifying Strategy Card and partners to help them just like we do! Let's watch.**



- **Play** "Part 2: Clarifying with a Partner" (8 ½ minutes). During the last segment, Sticky asks students to work with their partners to help Lisa and Jack clarify four words.
- Model clarifying the first word with a student partner if necessary. Choose a student partner randomly.

**I wonder what a chisel is too. Can you help me figure it out? Which strategies do you think I can use to clarify this word?** Allow your student partner time to answer. Prompt him or her to name different strategies you could use. **You're right. I think I can use context clues to figure out this word. The sentence says that dinosaur hunters used a hammer and a chisel, so a chisel is probably a type of tool. What do you think?** Allow your student partner time to answer. **Let's watch to see if Jack and Lisa figure out the word and which strategies they use.**

- Push play to continue watching the video.
- Use **Think-Pair-Share** to have students clarify the remaining words with their partners. Tell them to use the Clarifying Strategy Card as they discuss the words. Prompt them in their discussions as necessary.
- Randomly select a few students to share. Ask students to share the words they clarified, which strategies they used, and how their partners helped them.
- Model clarifying any unresolved words.
- After students clarify each word, play the video to see which strategies Lisa and Jack used to clarify it.
- Use **Team Huddle** to have students discuss what Jack and Lisa did when they could not fix their sticky situations by themselves. Use **Random Reporter** to select a few students to share. *They put a sticky note on the word and asked their partners for help.*
- Use **Team Huddle** to have students discuss how Jack and Lisa worked as partners to help each other. Use **Random Reporter** to select a few students to share. *They used their Clarifying Strategy Cards, they helped each other by suggesting strategies to use.*
- Award team celebration points.



## TEAMWORK

Timing Goal: 35 minutes

### Team Discussion

- Review the Clarifying Strategy Card, as necessary, to prepare students for Sticky's Challenge.
- Introduce Sticky's Challenge.

**Sticky has another challenge for you. This one is about clarifying words with your partner. Read it along with me.**

- Read Sticky's Challenge aloud.

Student Edition, page S-2

Hi boys and girls,

I've been looking over Jack's shoulder as he reads the book about dinosaurs. It's a good book! There are some icky, sticky words in it, but I'll bet you and your partner can figure them out. Take turns reading the sentences in the paragraph below. Stop when you come to a word you don't know. Help each other with strategies to figure out how to say the word or what it means. Use the Clarifying Strategy Card to help you. Remember to reread the sentence to see if you figured out the word. If you and your partner are stuck, put a sticky note on the sticky word.

Your friend,  
Sticky

- Read the following passage with students, and then have them begin the challenge.

Student Edition, page S-2

There were two kinds of dinosaurs. Some dinosaurs were plant-eaters or herbivores. The rest were meat-eaters or carnivores. Meat-eating dinosaurs came in many sizes, but their bodies all had a similar shape. All meat-eaters walked and ran on their two hind legs. They had two short arms with claws at the end of their fingers, and a long tail. They looked like very big, scary lizards! The first meat-eating dinosaur was the Eoraptor. It lived 225 million years ago. Most meat-eating dinosaurs were predators that hunted and killed other animals for food. Some were scavengers that ate the predator's leftovers. Plant-eating dinosaurs ate grass or leaves.

- Monitor the partners as they read. Prompt students to use their Clarifying Strategy Cards and to mark words they can't figure out with a sticky note.
- Have partners share the words they clarified and the clarifying strategies they used with their teammates.
- Award team celebration points.
- Remind team leaders that they need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.

### Class Discussion

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified in Sticky's Challenge.
- Point out the clarifying rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration points for 100-point responses.

- Remind them how to have a strategy-use discussion by modeling it with a student. Randomly choose a student.

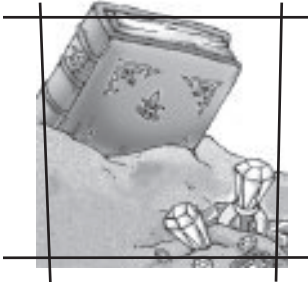
**OK, Number X. Tell me how your team clarified a word in Sticky’s Challenge.** Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Stephan. Tell me a word you clarified.** Allow time for a response. **Can you tell me what that word means?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify the word to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.



- Use **Random Reporter** to review the rest of the words students clarified. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the clarifying rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.
- Summarize the lesson for students.

**Jack and Lisa are great partners. When one of them was stuck on a word, the partner didn’t just give the answer, she or he helped with the strategies. You and your partner worked well together too! Now we know what to do when we can’t figure out a word on our own: put a sticky note on the word and ask our partners for help with strategies! And when we clarify the word, we’ll put a check mark on the sticky note.**

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



## DAY 3

## ACTIVE INSTRUCTION

Timing Goal: 55 minutes

## Introduction to Team Cooperation Goals

- Remind students that the team cooperation goals help them work together, earn team celebration points, and become super teams.
- Remind students that there are five team cooperation goals and that they will learn two more of them today—everyone participates and help and encourage others—by watching a video.
- Ask students to think about what these two team cooperation goals look and sound like as they watch the video.

**As we watch this video about team cooperation goals, think about what it looks and sounds like when everyone participates and helps and encourages others. How do we know when everyone participates? How can you help and encourage others? What does that sound like? Let's watch and find out.**



- Play the video.
- Display a looks like/sounds like chart.
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what everyone participates looks and sounds like. Randomly select a few students to share. Write their answers on the looks like/sounds like chart. *When everyone participates, heads huddle together, teammates use role cards, and you hear team cheers.*
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what helping and encouraging others looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *When teammates help and encourage others, you hear encouraging words and respond to the role-card cues.*
- Tell students that you want them to show these behaviors during class today and that you will award team celebration points when you see them.

## Set the Stage

- Remind students of the reading objective.

### Using the Targeted Strategy (Introduction and Definition)

- Use **Think-Pair-Share** to have students think about clarifying unfamiliar words with their teammates. Randomly select a few students to share.

**We know that when we're stuck on a word and can't figure it out on our own, we can ask our partners for help. But suppose you and your partner can't figure it out. Who might be able to help you? Think. Now pair with your partner, and tell your ideas. Allows students time to talk. Right! Your team can help. Aren't we lucky to have partners and teammates who can help us with sticky words?**

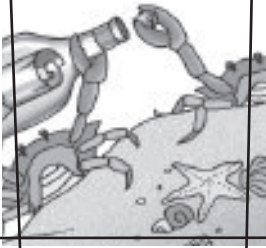
- Introduce the video.

**You know that you and your partner can ask your teammates for help with clarifying words. I wonder if Sarah will tell Lisa and Jack to ask their teammates for help when they're stuck? Let's find out.**



- **Play** “Part 3: Clarifying with a Team” (4 ½ minutes).
- Use **Team Huddle** to have students discuss what Jack and Lisa did when they couldn't figure out a word as partners. Use **Random Reporter** to select students to share. *They put a sticky note on the word and asked their teammates for help.*
- Use **Team Huddle** to have students discuss how Jack, Lisa, Kate, and Alex used the team cooperation goals to clarify their sticky problems. Ask students to tell what the conversation in the video looked and sounded like. *They all participated in the discussion. Use Random Reporter to select students to share. They listened to one another. They helped and encouraged one other. They didn't just tell one another the answer, and they helped by suggesting strategies to use.*
- Use **Team Huddle** to have students tell why the team in the video clarified words. Use **Random Reporter** to select students to share. *By clarifying words, they learned new words and understood more of what they read; they also found that reading was a lot more fun.*
- Use **Team Huddle** to have students tell when you can use clarifying strategies. Use **Random Reporter** to select students to share. *You can use clarifying strategies every time you read, in any class, and when you read on your own.*
- Award team celebration points.





# TEAMWORK

Timing Goal: 35 minutes

## Team Discussion

- Review the Clarifying Strategy Card, as necessary, to prepare students for Sticky's Challenge.
- Introduce Sticky's Challenge.

**Sticky has another challenge for you. This one is about clarifying words with your teams. Read it along with me.**

- Read Sticky's Challenge aloud.

Student Edition, page S-3

Hi boys and girls,

My, you're getting to be such good clarifiers! Would you be my teammates and help me figure out the underlined words in my book *All About Birds?* Please clarify how to say them and what they mean. I know you can do it if you use your Clarifying Strategy Cards and work with your partners!

Your friend,  
Sticky

- Read the following sentences with students, and then have them begin the challenge.

Student Edition, page S-3

A large, brown pelican greedily devoured twenty fish. His belly was so full that he couldn't fly!

A peculiar bird is the pelican; its beak can hold more than its belly can!

The heron is a large bird that lives near water. Its wingspan is so wide that it has to perch at the very top of a tree.

- Monitor the partners as they read. Prompt students to use their Clarifying Strategy Cards and to mark words they can't figure out with a sticky note.
- Have partners share the words they clarified and the clarifying strategies they used with their teammates.
- Award team celebration points.
- Have teams clarify any unresolved words.
- Remind team leaders that they need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.



### Class Discussion

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified in Sticky’s Challenge.
- Point out the clarifying rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration points for 100-point responses.
- Remind them how to have a strategy-use discussion by modeling it with a student. Randomly choose a student.

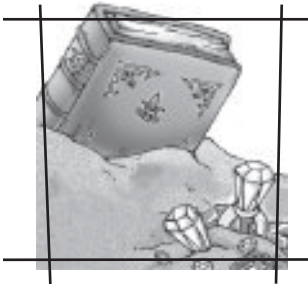
**OK, Number X. Tell me how your team clarified a word in Sticky’s Challenge.** Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Gia. Tell me a word that you clarified.** Allow time for a response. **Can you also tell me what that word means?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify the word to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.



- Use **Random Reporter** to have students share more words they clarified as a team. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the clarifying rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.
- Summarize the lesson for students.

**Today Lisa and Jack learned that even when they can’t figure out a word together, they don’t have to give up. They can ask their teammates for help with strategies! Two heads are better than one, and four heads are even better when you have a really sticky word. And you can always check the dictionary to make sure you’re right. They had a great team discussion. They all participated, and they all suggested strategies. They’ve learned a lot about clarifying words, and so have you. So who can tell me what we should do when we’re reading and come across a sticky word?** Wait for students’ responses. **Right. We can stop reading and use the strategy card to help figure out the word. If we’re still stuck, we can ask our partners or teammates for help. Reread to check our thinking. Check the dictionary to be sure we have correctly clarified. Put a check mark on the sticky note if we’ve clarified the word. If the whole team is stuck, the class can help out.**

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



## DAY 4

## ACTIVE INSTRUCTION

Timing Goal: 55 minutes

**Introduction to Team Cooperation Goals**

- Remind students that the team cooperation goals help them work together, earn team celebration points, and become super teams.
- Remind students that there are five team cooperation goals and that today they will learn the last one—complete tasks—by watching a video.
- Ask students to think about what this team cooperation goal looks and sounds like as they watch the video.

**As we watch this video about team cooperation goals, I want you to think about what completing tasks looks and sounds like. How do we know tasks are complete? Let's watch and find out.**



- Play the video.
- Display a looks like/sounds like chart.
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what completing tasks looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *When teammates complete tasks, they prepare for Class Discussion, write answers, get ready for Random Reporter, and check in to make sure they have their answers ready; partners hold their hands up and together after Think-Pair-Share.*
- Tell students that you want them to show these behaviors during class today and that you will award team celebration points when you see them.

**Set the Stage**

- Remind students of the reading objective.

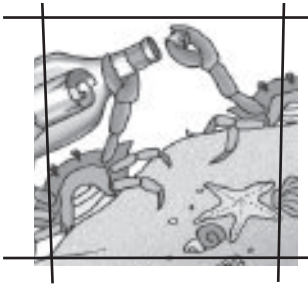
**Using the Targeted Strategy (Introduction and Definition)**

- Remind students that they have been using strategies to pronounce words and figure out their meanings.

**Good readers notice when something doesn't make sense to them. They know when they are in a sticky situation—when they do not understand what they have read—and they use strategies to fix the problem. Clarifying strategies help you check your understanding and figure out unfamiliar words or confusing parts in what you are reading.**



- Refer students to the Clarifying Strategy Card, and ask students what to do when text stops making sense. Use **Team Huddle** to have students describe the strategies. Use **Random Reporter** to select a few students to share.
- Tell students that they should think aloud, refer to the Clarifying Strategy Card, and talk to their partners about the clarifying strategies they use as they partner read today.
- Award team celebration points.



## TEAMWORK

Timing Goal: 35 minutes

### Partner Reading

- Direct students to their student reading, *Cowboys*, in their copies of A Collection of Readings. Tell them that they will read this aloud with their partners.

A Collection of Readings,  
page 1

#### **Cowboys**

Picture a cowboy. He has a big hat on. He wears a plaid shirt and jeans. He has leather pieces on his legs. He has on boots with spurs. And, he carries a lasso. He sits on a horse. But do you know that all this clothing and equipment have special purposes?

When cowboys herd, they are out in the sun much of the day. They wear wide-brimmed hats to keep the sun off their faces. They wear long-sleeves and pants to keep burrs from harsh plants off their skin. The leather pieces on their legs are called chaps. These protect cowboys from brush and from the cattle that they herd. His boots protect his feet. Spurs help him guide his horse. He uses his lasso to gather cattle. This helps the cowboy bring a stray cow back to the group.

- Remind students that it is important to stop and clarify when reading.

**When you find something confusing or unclear in your reading, try to make sense of it using your clarifying strategies. Use the strategies on your Clarifying Strategy Card. If you can't figure it out, mark it with a sticky note, and ask your partner for help. If you figure it out with your partner's help put a check on the sticky note. If not, try to clarify it with your team.**

- Model reading and clarifying the first paragraph of *Cowboys* with a student partner.

- Read aloud the first paragraph of *Cowboys*, stopping to clarify and asking your partner for help.

Stop after "...special purposes." **"Special purposes"? I'm not sure I understand what that means. Let me see if one of the strategies on my card will help me. Let me try rereading.** Reread from the beginning of the paragraph. **I'm still confused, so I'll mark the word with a sticky note and ask my partner for help. Daniel, can you help me?** Allow the student time to respond. **Oh, I see. When we read on, we learn that each item a cowboy has does something special for him. Cowboys use each thing for something different. So that's what "special purposes" means. That makes sense. Thanks, Daniel! I can put a check on my sticky note now.**

- Ask students to read aloud with their partners. Have partners alternate reading and clarifying paragraphs. Prompt them to use their Clarifying Strategy Cards and sticky notes as necessary.
- Remind partnerships to take any unresolved sticky notes to their teams.

### Team Discussion

- Have partners share the words they clarified and the clarifying strategies they used with their teammates.
- Award team celebration points.
- Have teams clarify any unresolved words.
- Remind team leaders that they need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.

### Class Discussion **TP**

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified during Partner Reading and Team Discussion.
- Point out the clarifying rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration points for 100-point responses.
- Remind students how to have a strategy-use discussion by modeling it with a student. Randomly select a student.

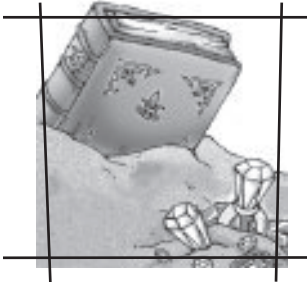
**OK, Number X. Tell me how your team clarified a word or idea.** Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Lucas. Tell me a word or idea that you clarified.** Allow time for a response. **Can you also tell me what it means?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify it to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.



- Use **Random Reporter** to have students share more words they clarified as a team. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the clarifying rubric.

- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.

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

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

- Remind students of the team cooperation goals.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goals and related behaviors.

**Set the Stage**

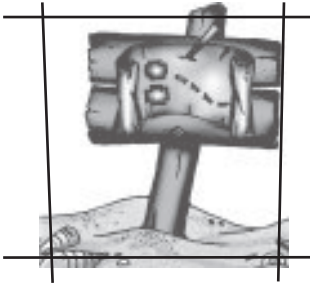
- Tell students that their reading test today includes questions about clarifying.
- Tell students that their scores on this test will contribute to their team scores.
- Introduce the passage that students will read for their test. Tell what it is about, but do not give additional information or details.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

**Today you are going to read a new passage. You'll stop when you don't understand a word or idea and use your clarifying strategies to fix the problem.**

- Review the Clarifying Strategy Card as necessary. Tell students they can use their cards during the test.

**Prepare Students for the Test**

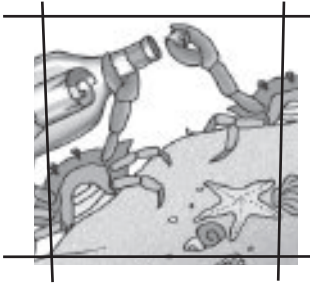
- Distribute the test, and preview it with students without providing information about the answers. Point out that all the questions are about clarifying.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as 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: 40 minutes

### Team Discussion

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test.
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Have students read their answers to question #8. Ask the teams to think about what they like about their answers and what they wish they had said differently.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Award team celebration points.

### Class Discussion

- 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.
- Tell students that at the end of each cycle, their total team celebration points becomes a team celebration score, which helps them become a super team. Tell them you'll watch a video to see how this is done.





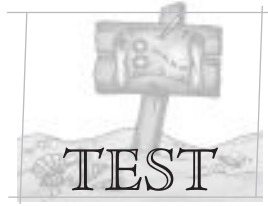
- Play the video.
- Use **Random Reporter** to have students tell how they know their team celebration score.
- Award team celebration points.

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

### Cycle Follow-up

- Enter team names into the Member Center.
- Enter team celebration scores, strategy-use points, and cycle-test scores into the teacher cycle record form on the Member Center.
- Print team score sheets for cycle 2. Prepare to help students set goals using the previous cycle’s scores on their team score sheets.





## Comprehension Questions

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

### Rodeos

Cowboys today often participate in rodeos. Rodeos can be held in indoor or outdoor arenas. The arenas are usually dirt-covered circles of ground. Rodeos include many different events. There are some bull-riding events. There are some bull-roping events. Events can be judged or timed. Winners of the events usually win money as a prize. Both cowboys and cowgirls take part in rodeos.

An important part of rodeos are rodeo clowns. Rodeo clowns protect cowboys and cowgirls when they are bucked off a bull. The rodeo clowns distract the bulls so the animals move away from the riders. Being a rodeo clown is a dangerous job. Many people think rodeos are also dangerous to the animals. Many groups protest rodeos and stand up for the animals' rights.

**10 points**

1. While reading, you should use a sticky note—
  - a. to mark something you don't understand.
  - b. to mark a repeated word.
  - c. when your teacher tells you to.
  - d. to mark an exciting part.

**10 points**

2. When you chunk a word to pronounce it, you—
  - a. skip over the word.
  - b. ask your partner to pronounce it.
  - c. break the word into parts and pronounce each part.
  - d. put a check on the sticky note.

**10 points**

3. If a clarifying strategy does not work, you should—
  - a. tell the teacher.
  - b. ask your partner.
  - c. try another strategy.
  - d. skip the word.

**10 points**

4. “Cowboys today often participate in rodeos.” The word *participate* means—
- take apart.
  - take part in.
  - look into.
  - look around.

Circle the strategies you used to figure out the meaning of *participate*:

- reread
- read on
- used a clue in the text
- used background knowledge
- made a mind movie

**10 points**

5. “The rodeo clowns distract the bulls so the animals move away from the riders.” The word *distract* means—
- confuse.
  - ignore.
  - chase.
  - move.

Circle the strategies you used to figure out the meaning of *distract*:

- reread
- read on
- used a clue in the text
- used background knowledge
- made a mind movie

**10 points**

6. “Many groups protest rodeos and stand up for animals’ rights.” The word *protest* means—
- give up.
  - support.
  - complain about.
  - go to.

Circle the strategies you used to figure out the meaning of *protest*:

- reread
- read on
- used a clue in the text
- used background knowledge
- made a mind movie

**20 points**

7. Why is it important to stop reading when you don't understand something?

*(Accept reasonable responses.)* **20 points** = *It is important to stop reading when you don't understand something so you can fix the problem. If you stop, you can use strategies to figure out a word or sentence to help you understand what the author is trying to tell you.* **15 points** = *It is important to stop reading when you don't understand something so you can fix the problem.* **10 points** = *So you can fix the problem.*

**20 points**

8. How can rereading a confusing part help you understand it?

*(Accept reasonable responses.)* **20 points** = *Rereading a confusing part can help you understand it because if you reread, you might find context clues that help you understand what the author means. When you reread, you might find out that you skipped an important word.* **15 points** = *Rereading a confusing part can help you understand it because if you reread, you might find context clues that help you understand what the author means.* **10 points** = *You might find context clues that help you understand what the author means.*

## 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 2 / *Clarifying Sticky Situations*

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

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

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

**LITERATURE** (6 DAY)

# Maggie and Millie

Written by Sam R. McColl

Illustration by James Bravo

*The Savvy Reader—Clarifying, A Collection of Readings*, pages 3–15

Success for All Foundation, 2011

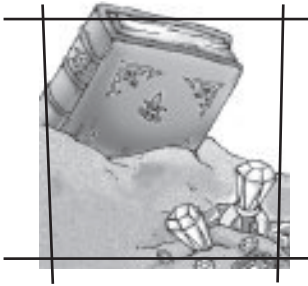
## Summary

Maggie’s mother gives Maggie a great big tiger. Maggie names the tiger Millie. Maggie is excited about her new pet. But as Maggie soon finds out, owning a pet can be a big responsibility!

## Instructional Objectives

		Reading	Writing
		<b>Clarifying (CL)</b>	<b>Write a descriptive paragraph.</b>
<b>CYCLE 1</b>	Students will learn to stop when they cannot pronounce a word or do not know what it means, use strategies to figure out the word, and ask for help if their strategies do not work.	Students will pretend that Millie is coming to live with them, but they need to write descriptive paragraphs to tell Millie about their neighborhoods so she does not get lost or scared.	



**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. Tell them to rate the words by putting a “+” after the words they think they know and a “?” after the words they are unsure about. They may discuss them with their teammates. Model this as necessary.

**Success Review and Keeping Score **TP****

- Tell students they will watch a video to introduce them to the team score sheet and to see how team celebration points factor into their team scores.
- Play the video.
- 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.
- Introduce goal setting for students. Tell them that setting goals helps them focus on increasing their scores in one area.
- Ask them to look at the scores from the last cycle on their team score sheets. Ask teams to use their scores from the previous cycle to set goals for this cycle. Guide them as necessary.
- 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 they will learn more about the challenge scores during this cycle.
- 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.

**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.

- Remind students that listening and paying close attention to what teammates say is a vital skill for successful teams. Review, as necessary, what a good listener looks like (eyes on speaker, sitting still, reading to ask a question, rephrase a teammate’s answer, or otherwise contribute to the discussion at any point.)
- 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 read *Maggie and Millie* by Sam R. McColl. As we read, we will stop when we come to words that we cannot pronounce or do not understand. We will try to figure out these words. Good readers make sure they figure out difficult words. They clarify these words to understand what the story is about.**

- 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 **Team Huddle** to have students discuss what they think the most common pets that people own are. Have students tell, if possible, what kinds of pets they own or have owned. Use **Random Reporter** to share responses.
- Use **Think-Pair-Share** to have students discuss with their partners what they think the best part about owning a pet is. Have them discuss what the worst part of owning a pet is. Randomly select a few students to share responses.
- Tell students that the character in this story gets a tiger for a pet. Use **Team Huddle** to have students discuss whether a tiger would make a good pet and why. Use **Random Reporter** to share responses.

### 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 by reading each word, having students repeat each word, and explaining how to use the identification strategies. Explain word meaning, using the examples sentences if necessary.



- Ask teams to make a tent with their hands if they all rated the word with a “+.” Use **Random Reporter** to ask a student from a confident team to tell what each word means. Award team celebration points.
- Introduce the student routine for partner study of the vocabulary words using a student partner. Ask the student to be the reader while you coach him or her.

**Student Routines**

Speaker		Coach	
SAY	Say the word.	AGREE	Agree if your partner is right.
TELL	Tell what it means.		
USE	Use it in a sentence.	ADD	Add ideas to help your partner.

- Review the first four words, coaching your student partner on how to respond. Switch roles to model responding to your partner as he or she reviews the last four words.
- Direct students to the student routine in their team folders. Tell them they will work with the same partner each day and alternate reviewing the first or last four words in the chart.
- Assign partners for this activity. Have students practice the routine, assisting them as needed and reminding them to switch roles for the last four words. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Tell students they will also learn their vocabulary words and earn team celebration points by noticing the words in their daily reading.

**When you find a vocabulary word in your reading, write down the page number where you find it next to the word in your journal. Only write one page number even if you see the word again. On day 5, I’ll check your journal to see the page numbers you have listed and to award team celebration points.**

**Student Routines**

Finding Your Words
• Find a vocabulary word in your reading.
• Write the word and the page number where you found it in your journal.
• Show your teacher your journal on test day!



- Tell students that another way to earn team celebration points is from the **Vocabulary Vault**. Direct students to the Vocabulary Vouchers on their homework page in their team folders. Explain the directions for using the **Vocabulary Vault**.

**Another way to earn team celebration points is by filling out a Vocabulary Voucher. When you read or hear one of the vocabulary words outside of reading class, write it down on a Vocabulary Voucher. Also write down the sentence you read or heard it in. Each day, we'll check the Vocabulary Vault, and I'll call on you to tell me your words and how they were used. If you can show me that you understand the meanings of the words, you'll earn team celebration points.**

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

Word and Page Number	Identification Strategy	Definition	Sentence
<b>shelter</b> page 6	chunk: shel-ter	place that keeps lost pets and often gives them away	Julio called the <i>shelter</i> to see if they had his missing dog.
<b>exclaimed</b> page 7	base word + ending: exclaim + ed	shouted	"Ouch!" I <i>exclaimed</i> as I hit my thumb with a hammer.
<b>suppose</b> page 9	chunk: sup-pose	think, figure	I <i>suppose</i> I'll go to bed now, but I'm not really tired.
<b>wagging</b> page 9	base word + ending: wag + g + ing	moving from side to side	The happy dog's tail was <i>wagging</i> quickly.
<b>stern</b> page 11	blend	serious, firm	Mrs. Robinson was a fair but <i>stern</i> teacher.
<b>rewarded</b> page 11	base word + ending: reward + ed	gave a prize for good work or good behavior	Ming's dad <i>rewarded</i> her with a candy bar because she kept her room clean.
<b>disappear</b> page 13	chunk: dis-a-ppear	vanish, go away	The magician made the rabbit <i>disappear</i> into thin air.
<b>traffic</b> page 13	chunk: traf-fic	many cars on the road	Monte's dad was late coming home because there was a lot of <i>traffic</i> .

**Using the Targeted Skill (Introduction and Definition)**

- Introduce the skill, clarifying, by having students think of a time they had trouble reading something. Have students turn to their partners and tell what the problem was. *Possible answers may include: not understanding what a word meant, a word not making sense, or not knowing how to say a word.*
- Explain to students that when they do not understand something they read, they need to stop and try to figure it out with strategies such as sounding out words, rereading, reading ahead, and using background knowledge.

- Display passage 1.

Blackline master provided.

### Passage 1

Peter went to the library. He needed to find books about snakes for his science project.

- Read the passage aloud to students. Mispronounce the word *snakes* as *snacks*. Model clarifying the word so the sentence makes sense.

**Wait a minute. Why would Peter need books about snacks for a science project? That doesn't make any sense. Let me reread that sentence and sound out *snacks* again.** Reread the sentence, sounding out *snakes* correctly. **Okay. Now I understand. Peter needs books about snakes, not snacks. Now the sentence makes sense.**

- Explain to students that what you just did is called clarifying. Tell students that sometimes we need to clarify words so what we read makes sense.
- Display passage 2.

Blackline master provided.

### Passage 2

Sonia was in a hurry. She threw her toys into a box. The next day her toys were jumbled together. She couldn't find the toy she wanted.

- Read the passage aloud. Prompt students to help clarify the meaning of the word *jumbled*.

**I'm not sure I know what the word *jumbled* means. Let me reread that sentence.** Reread the third sentence. **OK. I said the word correctly, but I still don't know what it means. Does anyone know what that word means?** Wait for students' responses. **OK. The word *jumbled* means mixed up. Are there any clues in the sentence that help us know the meaning?** Wait for students' responses. **That's right. We know that Sonia threw her toys in the box, so they were not put away neatly. Also she could not find what she was looking for because everything was all together. I think you're right. The clues in the passage show that *jumbled* means mixed up.**

- Explain to students that they can use the strategies they know to clarify words they do not understand. Also explain that if their strategies do not work, they can always ask for help.
- Tell students that they will practice clarifying words as they read *Maggie and Millie*.

## Listening Comprehension



A Collection of Readings,  
page 5

- Read the following passage from *Maggie and Millie* aloud. Mispronounce the word *house* in the second sentence. Use a **Think Aloud** to model clarifying the word.

Maggie lived on Oak Street. Her family had a nice, pink house.

Read the first two sentences. “**Maggie lived on Oak Street. Her family had a nice, pink house (say hose). Wait a minute. That doesn’t make any sense. Why would her family have a pink hose? Let me reread that sentence to see if I can clarify that word.** Reread the sentence. “**Her family had a nice pink house.” OK. That makes sense. I said the word incorrectly the first time, so the sentence didn’t make sense. Now that I have clarified the word, the sentence makes sense.**”

- Read the following passage aloud, stopping to ask questions, clarify confusing words or ideas, or focus students’ attention as needed.

A Collection of Readings,  
page 5

There was a tire swing in the front yard. Maggie loved that tire swing. Maggie had fun on that swing. She would swing all day. One day the swing broke. Maggie didn’t know what to do.

The next day after Maggie’s mother came home from work, she said, “I have a surprise for you. Come out to the driveway.” Maggie and her mother went out to the driveway.

Maggie saw the surprise. Tied to a tree was a big, striped tiger. The tiger wagged her tail. The tiger stood up. She purred happily when she saw Maggie.

“Where did this tiger come from, Mom?” Maggie asked.

## Preview Team Talk

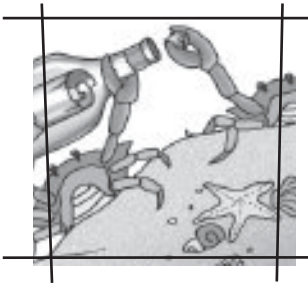
- Preview the Team Talk questions with the class.

Student Edition, page S-6

### Team Talk

- Where does Maggie’s mother find the tiger? Why does she bring the tiger home? |CE|
- What does the tiger do **after** Maggie says the name Lucy? |SQ|
  - She stops purring.
  - She wags her tail.
  - She licks her paw.
  - She growls happily.
- How does Maggie figure out how to name the tiger? |CE|
- How can you tell that Millie likes her new name? Support your answer. |DC|

- Randomly assign team leaders.



# TEAMWORK

Timing Goal: 45 minutes

## Partner Reading **TP**

- Introduce Partner Reading for students. Tell them they will clarify as they read.
- Tell students you will modeling clarifying during Partner Reading using a student partner. Choose a partner randomly.
- Display the following passage. Model partner clarifying using the words *proud*, *plentiful*, and *spinach*.

Blackline master provided.

Clarice was very proud of the garden she planted in the spring. The vegetables in it were plentiful. She had rows of green leafy spinach next to the squash, which were growing big and yellow. She could see the tops of carrots that were ready to be picked. She couldn't wait to share her vegetables with her friends.

- Model putting a sticky note in the margin when you can't clarify a word or idea. Model what to do when your student volunteer can't help you.
- Read the first sentence. Deliberately have trouble sounding out *proud*, and ask for clarification of how to say that word. An example follows.

**Teacher (T):** "...very proud of..." I don't know this word, and I'm having trouble sounding it out. I'll put the sticky note in the margin, next to the sentence. Regina, can you help me with it?

**Student (S):** *Let me reread the sentence. No. I don't know it either.*

**T:** Then we'll leave it and come back to it during Team Discussion.

- Read through the word *plentiful*. Have trouble sounding it out, and ask for help. An example follows.

**T:** "...were plen-plenteye..." Let me put a sticky note next to this word. Regina, can you help me with this word?

**S:** *That word is plentiful.*

**T:** Oh, it's *plentiful*. How did you know that word?

**S:** *I decided to chunk it.*

**T:** Since Regina clarified that word for me, I'll put a check on the sticky note.

- Read through the next sentence of the paragraph. Ask the student if he or she can help you with the meaning of *spinach*. An example follows.

**T:** "...green leafy spinach..." I think I can sound this word out to be *spinach*, but I don't know what it means, so I'll mark it with a sticky note. Regina, do you know what this word means?

**S:** Yes, it is something you can use in a salad. My mom likes to eat *spinach* salads.

**T:** Great. You used your background knowledge. I'll put a check on the sticky note.

- Read the remainder of the paragraph.
- Summarize clarifying with sticky notes if necessary. Use **Think-Pair-Share** to have students explain what to do when they come to a word they don't know. Randomly select a few students to share.



**Remember, as you read you will clarify words and ideas that you don't understand and ask your partner for help if you can't figure them out. What can you do when you come to a word you don't know?** Wait for students' responses. **Great job! As you read with your partner, I want you to stop when you come to a word that you don't know. Then I want you to look at your strategy card and to use strategies to say the word and figure out its meaning. If you can't figure it out, ask your partner for help. Finally, I want you to use sticky notes to mark words or parts that you can't figure out just like Sticky and his friends did in the videos we've watched this cycle.**

- Pass out three sticky notes to each student (use your judgement to distribute fewer or more sticky notes than suggested), and have partners begin reading.
- Tell students that they have 15 minutes for this activity. Have students read and restate: **SR**  
  - page 6 and 7 (paragraph 1) aloud with partners.
  - page 7 (paragraphs 2–5) silently.
- Prompt and reinforce discussions as partners read and clarify.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion **TP**

**Teacher's Note:** In this lesson, students have an informal Team Talk discussion and do not write answers to the Team Talk questions. Focus their attention on strategy-use discussion. The Think-and-Connect discussion is introduced on day 3, and the Write-On discussion is introduced on day 4.

- Ensure that students discuss strategy use and the Team Talk questions thoroughly.
- Model team clarifying with a student team (that includes your previous student partner) using a word you marked earlier. Model the role of a team leader who is preparing the team for Class Discussion.

**Let's pretend that I'm the team leader on a team with (Juan), (Sasha), and (Kyle), and it's my turn to talk about clarifying. I'm going to use a word I struggled with earlier (*proud*) that my partner didn't know either. First, I'll read the passage again.**

- Display and read aloud the entire paragraph.
- Review with your student team the meaning of *proud*. Prompt the use of the Clarifying Strategy Card and the clarifying rubric. Use the example that follows if necessary.

**T: This word, *proud*, has an unchecked sticky note. My partner and I didn't know how to say the word.**

**S1:** *I didn't know that word.*

**S2:** *I do. It's proud.*

**T: Do you know what it means?**

**S2:** *Juan and I figured out that word by using other clues in the paragraph.*

**T: What clues helped you?**

**S3:** *The clues that there are a lot of vegetables in the garden and that Clarice cannot wait to share them. That's how we figured out that being proud of something is being pleased, or happy, with it.*

**T: How did you know to use other words?**

**S3:** *We used our strategy card. It said to use context clues and reread to help clarify. So that's what we did.*

**T: Good job! I'll put a check on my sticky note. Now let's look at the clarifying rubric. Are we all ready for Team Discussion? We all know that we clarified *proud*. It means feeling pleased or happy, and we used context clues to figure it out. Is everybody ready for Random Reporter?**

- Ask students to begin their team discussions. Tell them they have 15 minutes. Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards for strategy use and to discuss the Team Talk questions.
- Remind teams to use the clarifying challenge-score rubric to aid their discussions. Have teammates explain which strategy they used and why.
- Remind team leaders to make sure:



- their teams clarify the words marked with unchecked sticky notes,
  - each teammate can discuss the team’s strategy use for Class Discussion, and
  - each teammate can discuss the team’s responses to the Team Talk questions.
- Remind students that they will need to prepare each team member to discuss the team’s strategy use and their answers to the Team Talk questions to earn team celebration points during Class Discussion.

### Team Talk

1. Where does Maggie’s mother find the tiger? Why does she bring the tiger home? |CE|

**100 points** = *Maggie’s mother finds the tiger at the shelter. She brings the tiger home because she thinks the tiger needs a friend.* **90 points** = *Maggie’s mother finds the tiger at the shelter. She thinks the tiger needs a friend.*  
**80 points** = *She finds her at the shelter. The tiger needs a friend.*

2. What does the tiger do **after** Maggie says the name Lucy? |SQ|

- a. *She stops purring.*
- b. *She wags her tail.*
- c. *She licks her paw.*
- d. *She growls happily.*

3. How does Maggie figure out how to name the tiger? |CE|

**100 points** = *Maggie figures out how to name the tiger by saying different names aloud. She keeps thinking of names until the tiger is happy.*  
**90 points** = *Maggie figures out how to name the tiger by saying different names aloud until the tiger is happy.* **80 points** = *She says names until the tiger is happy.*

4. How can you tell that Millie likes her new name? Support your answer. |DC|

**100 points** = *I can tell that Millie likes her new name because she wags her tail and growls happily when Maggie says the name Millie. I know that some animals wag their tails when they are happy. Cats purr when they are happy.* **90 points** = *I can tell that Millie likes her new name because she wags her tail and growls happily. I know that some animals wag their tails when they are happy.* **80 points** = *She wags her tail and growls happily.*

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

### Class Discussion **TP**

- Tell students they will watch a video about strategy-use discussion. Tell them to look for student usage of the strategy cards and challenge-score rubrics during the team discussions in the video.





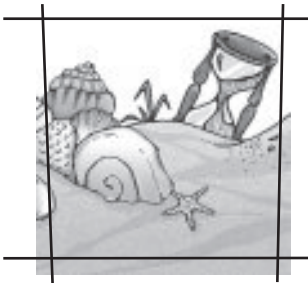
- Play the video.
- Use **Think-Pair-Share** to have students tell what tools the students in the video used to clarify words. Randomly select a few students to share. *The students used the Clarifying Strategy Card and the clarifying rubric.*
- Use **Think-Pair-Share** to have students discuss how the teams in the video showed that they were prepared for Class Discussion. Randomly select a few students to share. *Each student on a team was ready for Random Reporter; each student could tell what was clarified in his or her team, what it means, and what strategy the team used.*
- Randomly select a few students to share. *They were rewarded with team celebration points.*
- Begin strategy-use discussion.



### 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.

- Record individual strategy-use points on the teacher cycle record form. Ask individual students to record their challenge scores on the team score sheet. Guide them as necessary.
- Clarify any unresolved sticky notes as a class.
- Mark team celebration points on the poster.



## 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.
- Introduce the Fluency rubric on the back of the team folders. Tell students that you will show them what each criterion means by reading a passage from their text.
- Tell students that first you'll model fluent reading. Read the passage from the student text fluently.

### Page 7 (paragraphs 1–3)

- Randomly choose a student partner. Reread the passage, first incorrectly, then choppy, and finally without expression to show a lack of fluency skills.

Prompt your student partner to use the rubric to give you feedback after each reading and to tell what score they might give you and why.

- Introduce the concept of rate. Explain that when we read with smoothness, accuracy, and expressiveness, we read at an appropriate rate.
- Tell students we can measure rate by finding out how many words we read correctly per minute. Explain your target-rate range.
- Tell students that we want to meet our target-rate range, but we must remember that fluent reading is not a race. Tell students that we must remember to demonstrate the other criteria in the rubric to be fluent readers.
- Display and introduce the word errors to students.

**Word Errors**

- Skips a word
- Mispronounces a word
- Has a word read by the listener

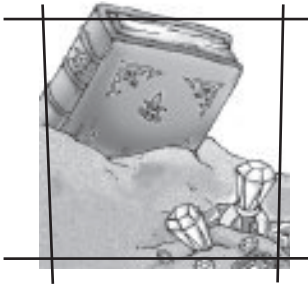


- Tell students that you want them to listen carefully as you read aloud and to count how many words you miss.
- Demonstrate timing yourself as you read the passage again, applying the skills of the rubric, but missing one or two words. Mark where you stop reading. Count the total number of words in the passage.
- Use **Random Reporter** to ask students how many words you missed, and then subtract that number from the total number of words in the passage. Write the number on the board, and explain that this is your fluency rate—how many words you read correctly in one minute.
- Point out that applying the skills in the rubric helps us improve our fluency rates.
- 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**

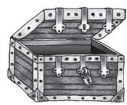
Timing Goal: 30 minutes

**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.
- Review the student routine for vocabulary review. Explain to students that today partners will switch words. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students’ words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

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

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

What name does the tiger like?

### Listening Comprehension



A Collection of Readings,  
page 8

- Read the following passage from *Maggie and Millie* aloud. Use a **Think Aloud** to model finding clues to clarify the word *anxious*.

Maggie had never had a tiger before. She had never had any pet before. She was excited but also a little anxious. Would she be able to take care of Millie? Would she know how to keep Millie safe? Would she know how to teach Millie tricks? Maggie wondered about all of these things. “I think you’ll do just fine, Maggie,” her mother said. “I believe in you.”

**“She was excited but also a little anxious.” *Anxious*. I know I’ve heard that word before, but I’m not sure what it means. Let me keep reading. Read the rest of the paragraph. Okay. Maggie has a whole bunch of questions. She’s not sure if she’ll know how to keep Millie safe. She’s not sure if she’ll know how to teach Millie tricks. That must mean she’s worried. So *anxious* must mean worried. Now I understand what that word means.**

- Read the following passage aloud, stopping to clarify confusing words or ideas, ask questions, or focus students’ attention as needed.

A Collection of Readings,  
page 8

First Maggie decided that she should choose a place for Millie to stay. The first night Maggie spread out some blankets in the laundry room. She called Millie over. “Here’s your bed, Millie,” Maggie explained. Millie just looked at Maggie, purring.

### Preview Team Talk

- Preview the Team Talk questions with the class.

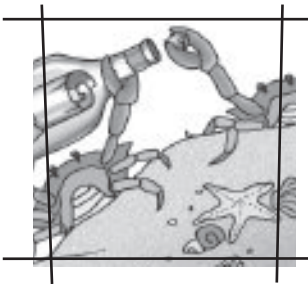
Student Edition, page S-6

Team Talk

1. Where does Millie sleep at night?
  - a. near the bathroom
  - b. near the living room
  - c. near Maggie’s bedroom
  - d. near the driveway outside
  
2. What causes Maggie to wake up in the middle of the night? |CE|

Team Talk *continued*

3. Which of these phrases means about the same as the word *whispered* on page 9? |C|
- shouted loudly
  - said quietly
  - spoke backwards
  - talked funny
- Tell how you figured this out.
4. How do you think Millie helps Maggie at night? Support your answer. |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 9 (paragraph 1) aloud with partners.**  
**page 9 (paragraph 2) silently.**
- Prompt and reinforce discussions as students read, restate, and clarify.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

**Team Discussion TP**

**Teacher's Note:** In this lesson, students have an informal Team Talk discussion and do not write answers to the Team Talk questions. Focus their attention on strategy-use discussion. The Think-and-Connect discussion is introduced on day 3, and the Write-On discussion is introduced on day 4.

- Ensure that students discuss strategy use and the Team Talk questions thoroughly.
- Ask students to begin their team discussions. Tell them they have 15 minutes. Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards for strategy use and to discuss the Team Talk questions.
- Remind teams to use the clarify challenge-score rubric to aid their discussions. Have teammates explain which strategy they used and why.

- Remind team leaders to make sure:
  - their teams clarify the words marked with unchecked sticky notes,
  - each teammate can discuss the team’s strategy use for Class Discussion, and
  - each teammate can discuss the team’s responses to the Team Talk questions.
- Remind students that they will need to prepare each team member to discuss the team’s strategy use and their answers to the Team Talk questions to earn team celebration points during Class Discussion.

### Team Talk

1. Where does Millie sleep at night?

- a. near the bathroom
- b. near the living room
- c. *near Maggie’s bedroom*
- d. near the driveway outside

2. What causes Maggie to wake up in the middle of the night? |CE|

**100 points** = *A scary dream causes Maggie to wake up in the middle of the night. Maggie is afraid.* **90 points** = *A scary dream causes Maggie to wake up.* **80 points** = *A scary dream wakes her.*

3. Which of these phrases means about the same as the word *whispered* on page 9? |CL|

- a. shouted loudly
- b. *said quietly*
- c. spoke backwards
- d. talked funny

Tell how you figured this out.

**100 points** = *I figured this out because the story says that Maggie is speaking quietly. It is the middle of the night, and Maggie does not want to be noisy.* **90 points** = *I figured this out because the story says that Maggie is speaking quietly.* **80 points** = *The story says she is speaking quietly.*

4. How do you think Millie helps Maggie at night? Support your answer. |DC|

**100 points** = *I think Millie helps Maggie at night by being nearby and by being a tiger that is not afraid of things. Millie isn’t afraid at night. Maggie does not feel afraid because she has a tiger that is not afraid.* **90 points** = *I think Millie helps Maggie at night by being nearby and by being a tiger. Millie isn’t afraid at night.* **80 points** = *She is nearby and isn’t afraid at night.*

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

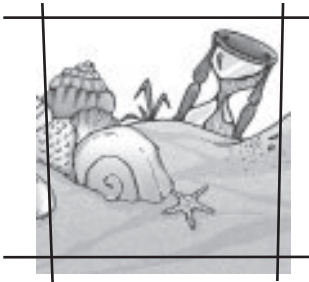
**Class Discussion TP**

- Remind students to think about the Clarifying Strategy Card and rubric during Class Discussion.
- Begin strategy-use discussion.

**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.

- Record individual strategy-use points on the teacher cycle record form. Ask individual students to record their challenge scores on the team score sheet. Guide them as necessary.
- Clarify any unresolved sticky notes as a class.
- Mark team celebration points on the poster.

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

- Tell students they will watch a video of two partners practicing fluency. Ask them to pay attention to how the partner gives feedback using the Fluency rubric.
- Play the video.



- Use **Think-Pair-Share** to have students tell what feedback the listener gave the reader.
- Use **Think-Pair-Share** to have students explain how the reader could read more fluently.
- Explain the routine and rubric for fluency. Remind students that you modeled the routine with a student partner yesterday, and they just watched two students use the routine in the video. **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

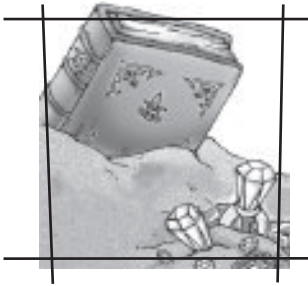
**Page 9 (paragraph 1)**

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

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

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



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

Timing Goal: 30 minutes

**Team Cooperation Goal**

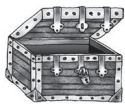
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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

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

How does Millie make Maggie feel better?

### Listening Comprehension

- Read the following passage from *Maggie and Millie* aloud.

A Collection of Readings,  
page 10

The next day was Sunday. Maggie awoke and she could smell pancakes cooking downstairs. “Wake up, Millie,” she said. Millie opened her eyes. PURR! PURR! PURR! went the tiger.

- Begin reading the following aloud. Mispronounce the word *plate* in the second sentence. Model clarifying the word.

A Collection of Readings,  
page 10

Maggie and Millie went downstairs. As her father prepared a plate of pancakes for Maggie, Maggie filled Millie’s bowl full of tiger food.

“As her father prepared a plate of pancakes for Maggie....” Pronounce *plate* with a short /a/. **That doesn’t make sense. I don’t know the word *plat*. Let me look at it again.** Reread the sentence. **Okay, “As her father prepared a plate of pancakes....” That makes sense. Now I can keep reading.**

- Read the following passage aloud, stopping to clarify confusing words or ideas, ask questions, or focus students’ attention as needed.

A Collection of Readings,  
page 10

Maggie sat down to her pancakes. Before she knew it Millie was there. Millie’s big paws were on the table. Millie stared at Maggie’s pancakes. She purred as her tail moved back and forth.

“Get down, Millie,” Maggie scolded. “Tigers don’t belong on the table.” Millie didn’t move. Maggie raised her voice. “Get down, Millie!” she exclaimed.

### Preview Team Talk

- Preview the Team Talk questions with the class.

Student Edition, page S-7

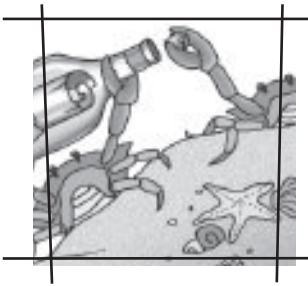
#### Team Talk

1. Which of the following means the same as *scold* on page 11? |CL|
  - a. speak sadly
  - b. speak softly
  - c. speak quickly
  - d. speak angrily

Tell how you figured this out.

Team Talk *continued*

2. Who is proud of Maggie? How can you tell? |DC|
3. What will help Millie learn how to behave? |CE|
  - a. receiving rewards
  - b. being scolded
  - c. eating pancakes
  - d. whispered conversations
4. Why does Maggie want to show Millie the neighborhood? |CE|

**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 11 (paragraphs 1–3) aloud with partners.**  
**page 11 (paragraphs 4–7) silently.**
- Prompt and reinforce discussions as students read, restate, and clarify.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

**Team Discussion TP**

**Teacher’s Note:** In this lesson, students have a strategy-use discussion and are introduced to the role cards and the Think-and-Connect discussion. The Write-On discussion is introduced on day 4.

- Direct students to the role cards in their team folders. Ask team leaders to distribute a role card to each teammate. Tell team leaders to hand out both “Third” cards if they have five students on their teams.
- Tell students that using the role cards will help them prepare each team member for the Think-and-Connect discussion during Class Discussion. Model a discussion of the Team Talk questions using the role cards with a student team. Make sure that students follow the steps on their role cards. Use the “First” card as your role card.

**T: OK, we all have our role cards. Mine says, “First,” so I’m going to go first and follow the steps on the card. Step 1 is to read the question to you guys. Everyone look at me so**

**I know you're listening. Here it is: Which of the following means the same as *scold* on page 11? Tell how you figured this out. Did everyone hear the question? Who has the card that says, "Second"? You go next. What does your role card tell you to do?**

**S1:** *My card says to answer the question. First, I have to restate the question in my own words. The question asks me what the word scold means. My answer is "d. speak angrily." I know because Millie is surprised by Maggie's voice. Did everyone hear my answer?*

**T:** **Good job following your role card! Two people have a card that says "Third." Let's choose one person to go first, followed by the other person.**

**S2:** *I'll go first. This card tells me to agree or disagree. His answer was that you can tell the word scold means speak angrily because Millie is surprised by Maggie's voice. I think I would add some more information to that. Maggie apologizes to Millie when Millie takes her paws off the table and lays down. I don't think Maggie would apologize unless she had spoken angrily. So my answer is that Millie is surprised by Maggie's voice, and then Maggie apologizes to Millie. She wouldn't apologize if she hadn't spoken angrily. Did everyone hear my answer?*

**T:** **Alright, good job. You added to the first answer, gave more information, and told why. Just what your role card says to do. Now, we have another "Third" role card. It's your turn to add to the discussion.**

**S3:** *I agree with her answer. But I just looked at the Think-and-Connect rubric, and it says to include the question in the answer. So I would just add that I should say that I figured this out because Millie is surprised by Maggie's voice, and then Maggie apologizes to Millie. She wouldn't apologize if she hadn't spoken angrily. Did everybody hear that?*

**T:** **Great job adding information! OK, now let's move on to the "Finally" card. You're up!**

**S4:** *OK, I get to summarize. Our answer is that the word scold means speak angrily. I figured this out because Millie is surprised by Maggie's voice, and then Maggie apologizes to Millie. She wouldn't apologize if she hadn't spoken angrily. Does everybody understand that answer? Can everybody remember it for Random Reporter during Class Discussion?*

**T:** **All right, teammates! Good use of the role cards. Do you see how they prepare all of us to answer during Class Discussion? I think we're ready to earn points for Think-and-Connect!**

- Ensure that students discuss strategy use and the Team Talk questions thoroughly.
- Ask students to begin their team discussion starting with question #2. Tell them they have 15 minutes. Prompt students to use their Clarifying Strategy Cards for strategy use and their role cards to discuss Team Talk questions.
- Remind the teams to use the clarifying and Think-and-Connect rubrics on the backs of their team folders to aid their discussions.
- Remind team leaders to make sure:
  - their teams clarify the words marked with unchecked sticky notes,
  - each teammate can discuss the team’s strategy use for Class Discussion,
  - each teammate is prepared for the Think-and-Connect discussion, and
  - each teammate can discuss the team’s responses to the Team Talk questions.
- Remind students that they will need to prepare each team member to discuss the team’s strategy use and Think-and-Connect discussion to earn team celebration points during Class Discussion.

### Team Talk

1. Which of the following means the same as *scold* on page 11? |CL|
  - a. speak sadly
  - b. speak softly
  - c. speak quickly
  - d.  *speak angrily*

Tell how you figured this out.

**100 points** = *I figured this out because Millie is surprised by Maggie’s voice. Then Maggie apologizes to Millie. Maggie would apologize only if she had been angry and had spoken angrily.* **90 points** = *I figured this out because Millie is surprised by Maggie’s voice. Then Maggie apologizes to Millie for speaking angrily.* **80 points** = *Millie is surprised by Maggie’s angry voice.*

2. Who is proud of Maggie? How can you tell? |DC|

**100 points** = *Maggie’s father is proud of Maggie. I can tell that he is proud because he tells Maggie that she is doing a good job with Millie. He thinks she is training Millie well.* **90 points** = *Maggie’s father is proud of Maggie. I can tell that he is proud because he tells Maggie that she is doing a good job.* **80 points** = *Her father. He says she is doing a good job.*

3. What will help Millie learn how to behave? |CE|
  - a. *receiving rewards*
  - b. being scolded
  - c. eating pancakes
  - d. whispered conversations

Team Talk *continued*

4. Why does Maggie want to show Millie the neighborhood? [CE]

**100 points** = Maggie wants to show Millie the neighborhood so Millie will never get lost. She wants Millie to know the area where they live.

**90 points** = Maggie wants to show Millie the neighborhood so Millie will never get lost. **80 points** = She wants Millie to know where they live.

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

**Class Discussion** **TP**

## Strategy-Use Discussion

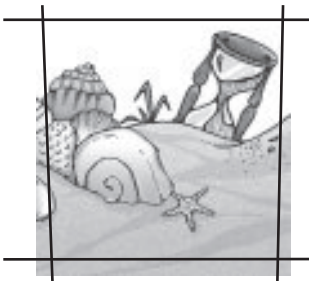
- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.



- Tell students they will watch a video about the Think-and-Connect discussion. Tell them to look for student use of the role cards and challenge-score rubric during the team discussions in the video.
- Play the video.
- Use **Think-Pair-Share** to have students explain why it's important to look at the Think-and-Connect rubric during Class Discussion. *It's important to look at the rubric to make sure that we include all the important parts in our answers.*
- Use **Think-Pair-Share** to have students explain how the team showed that they were prepared for Class Discussion. *Each student on the team was ready for Random Reporter; each student could give a complete, correct answer that gave evidence or background knowledge using the question stem.*
- Randomly select a few students to tell how teams were rewarded for good Think-and-Connect discussions. *They were rewarded with 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 <b>Random Reporter</b> to select students to respond to your questions.
	<p>Team Talk</p> <p>Extenders</p> <p>Maggie’s father is proud of her for teaching Millie how to behave. Why is it important to teach pets how to behave?</p> <p>Maggie wants to show Millie the neighborhood so she doesn’t get lost. What else should Maggie do to keep Millie from getting lost whenever Maggie has her outside?</p>
	– Award team celebration points.

- Record individual points for strategy use and Think-and-Connect on the teacher cycle record form. Ask individual students to record their challenge scores on the team score sheet. Guide them as necessary.
- Clarify any unresolved sticky notes as a class.
- Mark team celebration points on the poster.



## 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

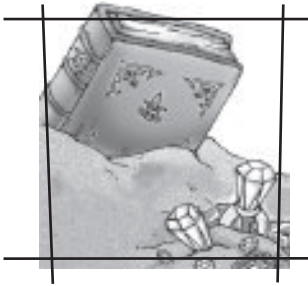
**Page 9 (paragraph 1) or 11 (paragraphs 2–4)**

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

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

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



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

Timing Goal: 30 minutes

**Team Cooperation Goal**

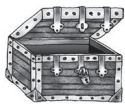
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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

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

Why does Maggie want to show Millie the neighborhood?

### Listening Comprehension

- Read the following passage from *Maggie and Millie* aloud.

A Collection of Readings,  
page 12

When breakfast was finished, Maggie and Millie got ready to go for a walk. Maggie's mother had bought a leather leash for Maggie to use with Millie. It was a beautiful day.

A Collection of Readings,  
page 12

As soon as Maggie and Millie stepped outside, Millie became excited. She was eager to run and play. She jumped up and down. She purred. She pulled at the leash.

- Begin reading the following passage. Model clarifying the word *eager* in the second sentence.

**“She was eager to run and play.” Wait. I don’t understand the word *eager*. Let me read some more to see if I can figure it out.** Continue reading. **“She jumped up and down. She purred. She pulled at the leash.” Okay. Millie is acting like a very excited tiger, so *eager* must mean excited. Now that I understand, I can keep reading.**

- Read the following aloud, stopping to clarify confusing words or ideas, ask questions, or focus students’ attention as needed.

A Collection of Readings,  
page 12

Then, all of a sudden, Millie started running down the street. Maggie wasn’t ready, so she dropped the leash. Off Millie went! Maggie chased her. “Millie! Stop!” Maggie yelled. But Millie wouldn’t stop. She wanted to run.

### 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.
- Model underlining key words or phrases in the Write-On question. Tell students that this helps you determine what the question means. State the question in your own words.

The Write-On question says, “Which of the following means about the same as *trotted* on page 13? Tell how you figured this out.” I’m going to underline “means about the same” and *how*. These words help me know that the question asks me to tell which answer choice means almost the same as *trotted* and that I need to tell why that’s the correct choice.

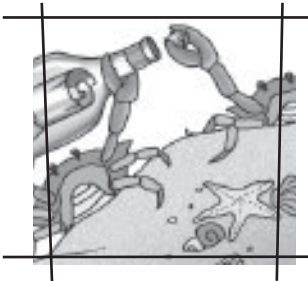
- Ask students if there are any other key words or phrases they can underline. Tell them this will help them during Class Discussion.

Student Edition, page S-7

### Team Talk

1. Why is Maggie afraid? |CE|
2. Why is Millie looking up a tree? |CE|
3. Which of the following means about the same as *trotted* on page 13? |CL|
  - a. fell
  - b. crawled
  - c. jogged
  - d. slid

Tell how you figured this out. (Write-On)
4. What commands do you think Maggie will work on with Millie? Why? |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 13 (paragraphs 1 and 2) aloud with partners.  
 page 13 (paragraphs 3 and 4) silently.
- Prompt and reinforce discussions as students read, restate, and clarify.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

### Team Discussion **TP**

**Teacher’s Note:** This lesson introduces the Write-On discussion.

- Ensure that students discuss strategy use and the Team Talk questions thoroughly.

- Tell them that today they will begin writing the answer to one of the Team Talk questions individually. Remind them that it is the question in which they underlined key words and phrases.
- Tell students to use the Write-On rubric on the backs of their team folders to aid them in writing answers and in their team discussions.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Ask students to begin their team discussions. Tell them they have 15 minutes. Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards for strategy use, to discuss Team Talk questions, and to add to their individual Write-On question answers after discussion.
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

### Team Talk

1. Why is Maggie afraid? |CE|

**100 points** = *Maggie is afraid that Millie will run into traffic or get lost.* **90 points** = *Maggie is afraid that Millie will run into traffic.*  
**80 points** = *She is afraid she’ll run into traffic.*

2. Why is Millie looking up a tree? |CE|

**100 points** = *Millie is looking up a tree because there is a squirrel in the tree. She is growling at the squirrel.* **90 points** = *Millie is looking up a tree because there is a squirrel in it.* **80 points** = *There is a squirrel in the tree.*

3. Which of the following means about the same as *trotted* on page 13? |CL|

- a. fell
- b. crawled
- c. jogged
- d. slid

Tell how you figured this out. (Write-On)

**100 points** = *I figured this out because Millie comes over quickly when she hears and sees Maggie. Trotted must mean moved quickly. When you jog, you move quickly.* **90 points** = *I figured this out because Millie comes over quickly when she hears and sees Maggie. Jogging is moving quickly.*  
**80 points** = *Millie comes quickly, and jogging is quick.*

4. What commands do you think Maggie will work on with Millie? Why? |DC|

**100 points** = *I think Maggie will work on the commands “Stop!” and “Come!” with Millie because Millie has trouble with them. Millie doesn’t stop running when she is told to do so. She doesn’t come the first time she is told to come.* **90 points** = *I think Maggie will work on the commands “Stop!” and “Come!” with Millie because Millie has trouble with them.* **80 points** = *She will work on “Stop!” and “Come!” because Millie has trouble with them.*

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

**Class Discussion TP**



**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**

Maggie is afraid that Millie will get hurt or lost. How would you feel if your pet were hurt or lost?  
 How do you think Maggie feels when she finds Millie near the tree? Have you ever felt this way before?

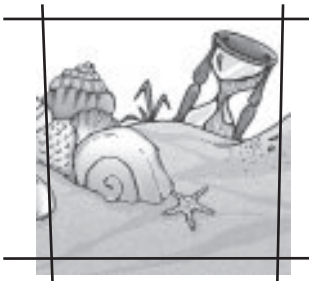
- Award team celebration points.



- Tell students that they will watch a video about the Write-On discussion. Tell them to look for student use of the challenge-scores rubrics during the team discussions in the video.
- Play the video.
- Use **Think-Pair-Share** to have students explain why it’s important to look at the Write-On rubric during Class Discussion. *It’s important to look at the rubric to make sure that we include all the important parts in our written answers.*
- Use **Think-Pair-Share** to have students explain how the team in the video showed that they were prepared for Class Discussion. *Each student on the team was ready for Random Reporter; each student could give a complete, correct answer that gave evidence or background knowledge using the question stem.*
- Randomly select a few students to tell how teams were rewarded for good Write-On discussions. *They were rewarded with 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

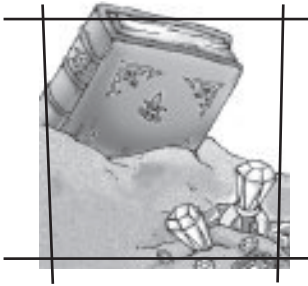
**Page 9 (paragraph 1), 11 (paragraphs 2–4), or 13 (paragraphs 1 and 2)**

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

### 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 consists of comprehension questions.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements from the reading on days 1 through 4 and to put these into a story map. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story that students will read for their test. Tell what it is about, but do not give additional information or details.

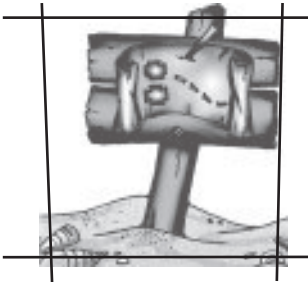


**In yesterday's reading, Millie got away from Maggie when they went for a walk. Today we will find out if Maggie can train her tiger to be a good pet.**

**Prepare Students for the Test**

- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3 like they did in their Write-On questions yesterday.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.

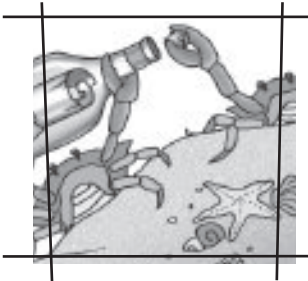




## TEST

Timing Goal: 20 minutes

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



## TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

### Team Discussion **TP**

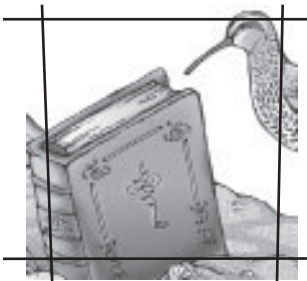
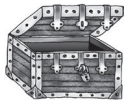
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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





**Class Discussion TP**

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



**BOOK CLUB**

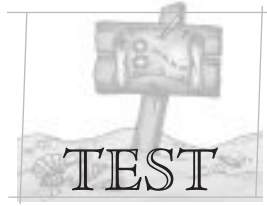
Timing Goal: 20 minutes

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

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

**Cycle Follow-up**

- Enter team celebration scores, challenge scores, and cycle-test scores into the teacher cycle record form on the Member Center.
- Print team score sheets for cycle 3. Prepare to help students set goals using the scores on their team score sheets.



## Comprehension Questions

Read pages 14 and 15 of *Maggie and Millie*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. Where does Millie come from?

*(Answers may vary.) 20 points = Millie comes from the shelter. Maggie's mom picks Millie up because she thinks the tiger needs a friend. 15 points = Millie comes from the shelter. 10 points = She comes from the shelter.*

20 points

2. What happens when Maggie takes Millie on a walk? |CE|

**20 points =** When Maggie takes Millie on a walk, Millie runs off and chases a squirrel into a tree. **15 points =** When Maggie takes Millie on a walk, Millie runs off. **10 points =** Millie runs off.

30 points

3. Which of the following means the same as *control* on page 14? |CL|

- a. *guide*
- b. *follow*
- c. *answer*
- d. *throw*

Tell how you figured this out.

**20 points =** I figured this out because Maggie learns how to take Millie on walks. Millie doesn't run away from Maggie anymore, so Maggie must guide her well. She also teaches Millie all the rules. When you teach someone, you guide them. The word *control* must mean *guide*.

**10 points =** I figured this out because Maggie learns how to take Millie on walks. Millie doesn't run away from Maggie anymore, so Maggie must guide her well. **5 points =** Maggie learns to guide Millie on walks so she doesn't run away.

20 points

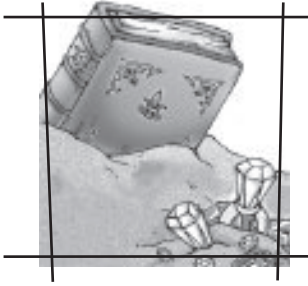
4. Do you think Maggie will scold Millie much more? Why or why not? |PR|

**20 points =** No. I don't think Maggie will scold Millie much more. Millie has learned the rules. She doesn't do bad things anymore. **15 points =** No. I don't think Maggie will scold Millie much more. Millie knows the rules. **10 points =** No. Millie knows the rules.

10 points

5. At the end of the story, Maggie is— |DC|

- a. *scared.*
- b. *relieved.*
- c. *lonely.*
- d. *happy.*

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

Timing Goal: 25 minutes

**Set the Stage**

- Introduce the writing goal.

**Today you will imagine that you are Millie's owner and want to show her around your neighborhood so she does not get lost or scared. You will write a descriptive paragraph to tell Millie about your neighborhood.**

**Team Cooperation Goal**

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

**Build Background**

- Introduce the activity, writing a descriptive paragraph.

**Have you ever had to tell a friend about something you saw? If you have, most likely you used descriptive words to help your friend make a mind movie about what you saw. When you write descriptively, you want to help your readers better understand what you are writing about by using descriptive words. One way to write descriptively is to use adjectives in your writing.**



- Use **Think-Pair-Share** to have students explain what adjectives are to you. Randomly select a few students to share. *Adjectives are descriptive words. They describe the object in a sentence.*
- Display the following passage. Read the passage aloud to students.

Blackline master provided.

Gabriella wore a dress to the party. She ate a lot of food there. She and other children played games together.

- Use **Think-Pair-Share** to have students discuss how the passage is missing adjectives to make it more descriptive. Randomly select a few students to share.

**This passage is missing something. What is it missing? *Adjectives and descriptions.* You are right! I don't really learn a lot about Gabriella or the party from the passage. The party seems like it was pretty boring based on this passage. Descriptions and adjectives make your writing more interesting. If you want people to be interested in your topic, you have to make it interesting with adjectives and other descriptive details.**



- Use **Team Huddle** to have students identify examples of adjectives they can put in the passage to make it more descriptive. Use **Random Reporter** to select students to share.

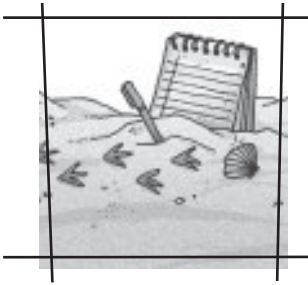
**Let's make this passage more descriptive. First, how can we make Gabriella's dress more interesting? What kind of dress could she be wearing?** Wait for students' responses. *Answers may vary.* **Good. These all give us a better idea of what Gabriella is wearing. Next, what kind of party could she be attending?** Wait for students' responses. *Answers may vary.* **Great! Readers might like to know what kind of party Gabriella attends. Let's look at the food. We know there is a lot of it, but what kind of food does she eat?** Wait for students' responses. *Answers may vary.* **Yes! It is more interesting to read about the different kinds of foods or how the foods tasted than to just know there was a lot of it. Finally, she plays games with other children. What kinds of games could she have played?** Wait for students' responses. *Answers may vary.* **Right. Readers want to know more about these games.**

- Display the following revised passage to give students an idea of how similar descriptions can make a paragraph more interesting to read.

Blackline master provided.

Gabriella wore a bright pink dress covered in shining crystals to her grandfather's seventy-fifth birthday party. She ate a lot of delicious food there. They served bite-sized churros filled with jelly, cheese and crackers, and her mother's sweet and spicy salsa with tortilla chips. She and other children played dancing games together. They created contests to see who could dance the longest to the fast rhythms of the music played by the Latin band.

- Use **Think-Pair-Share** to have students identify adjectives in the passage. Randomly select a few students to share.
- Point out that in addition to adjectives, the passage contains other descriptive words to help the reader make a mind movie of the event. Explain that by describing the specific types of food, the passage is more interesting.
- Tell students that they will use adjectives and descriptive words as they write a descriptive paragraph about their neighborhood.



# ADVENTURES IN WRITING

Timing Goal: 65 minutes

## Planning

- Introduce the activity.

**Remember that today you will write a descriptive paragraph about your neighborhood so Millie will not get lost or scared in it.**



- 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-8

### Writing Prompt

Imagine that Millie is your pet, and you want to make sure she does not get lost or scared in your neighborhood. Write a descriptive paragraph to prepare Millie for the sights she will see in your neighborhood. Begin your paragraph with an opening sentence that tells where you live and why you are writing this paragraph. Describe at least three things in your neighborhood. Think about landmarks that would be easy for Millie to recognize if she got lost. Use at least one adjective or descriptive word to describe each thing or landmark. End your paragraph with a closing sentence that restates the main idea of your paragraph.

### Scoring Guide

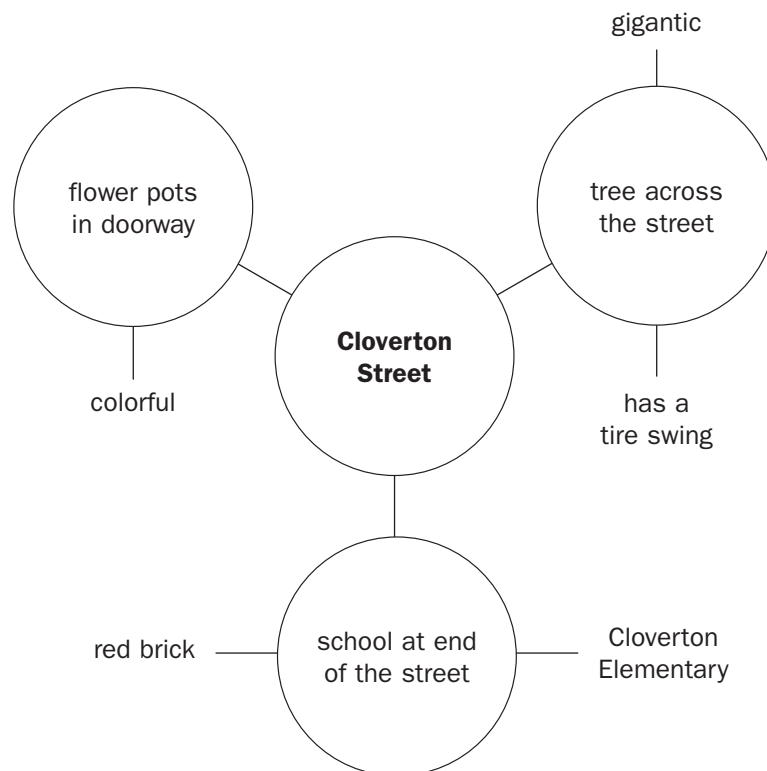
You wrote a descriptive paragraph for Millie to tell her about your neighborhood.	<b>25 points</b>
Your paragraph begins with an opening sentence that tells where you live and why you are writing the paragraph.	<b>10 points</b>
You describe three things or landmarks in your neighborhood.	<b>15 points each (45 points maximum)</b>
You use at least one adjective or descriptive word to describe each thing or landmark.	<b>5 points each (15 points maximum)</b>
You end your paragraph with a closing sentence that restates the main idea.	<b>5 points</b>

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

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

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

**Sample Graphic Organizer**



## Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

## Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- 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.
- Remind students that proper capitalization is important for making their writing clear.

**You want readers to find your writing clear and easy to understand. Proper capitalization can help make your writing more clear. When words are improperly capitalized, it is sometimes confusing. There are mainly three things you should remember for capitalization: the pronoun *I* should be capitalized, the beginning of a sentence should be capitalized, and proper nouns should be capitalized.**

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

Blackline master provided.

Cloverton street is a great place to live, and I want you to be familiar with it so you do not get lost or scared when we leave the house. First, an easy way to recognize My apartment building is by the colorful flower pots on either side of the front door. Another thing you might see near my apartment is the gigantic tree with a tire swing hanging from it. That is across the street from my apartment. If you walk down the street, you will see a red-brick building called Cloverton Elementary School. if you see these objects, you will know you are not far from home.

- Use **Think-Pair-Share** to have students identify capitalization mistakes in the paragraph. Randomly select a few students to share.

**I think I see some capitalization mistakes in this paragraph. Let's see if we can correct them to make the paragraph more clear. What is the first mistake you see? The word street is not capitalized. Right! The word street is not always capitalized, but in this paragraph, it is part of a name. It is a proper noun. We should always capitalize proper nouns. What other mistake do you notice? The word my is capitalized. Good work. Yes, the word my should not be capitalized. It is not at the beginning of a sentence, it is not a proper noun, and it is not the pronoun I. Is there another mistake in the paragraph? Yes. The word if is not capitalized in the last sentence. Great! The word if starts the last sentence. It should be capitalized. Good work.**

- Tell students to check their work and identify places where they may have improperly capitalized a word.
- 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.
- Display the corrected paragraph.

**Blackline master provided.**

Cloverton Street is a great place to live, and I want you to be familiar with it so you do not get lost or scared when we leave the house. First, an easy way to recognize my apartment building is by the colorful flower pots on either side of the front door. Another thing you might see near my apartment is the gigantic tree with a tire swing hanging from it. That is across the street from my apartment. If you walk down the street, you will see a red-brick building called Cloverton Elementary School. If you see these objects, you will know you are not far from home.

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

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

## **Passage 1**

Peter went to the library. He needed to find books about snakes for his science project.

## Passage 2

Sonia was in a hurry. She threw her toys into a box. The next day her toys were jumbled together. She couldn't find the toy she wanted.

Clarice was very proud of the garden she planted in the spring. The vegetables in it were plentiful. She had rows of green leafy spinach next to the squash, which were growing big and yellow. She could see the tops of carrots that were ready to be picked. She couldn't wait to share her vegetables with her friends.

Gabriella wore a dress to the party. She ate a lot of food there. She and other children played games together.

Gabriella wore a bright pink dress covered in shining crystals to her grandfather's seventy-fifth birthday party. She ate a lot of delicious food there. They served bite-sized churros filled with jelly, cheese and crackers, and her mother's sweet and spicy salsa with tortilla chips. She and other children played dancing games together. They created contests to see who could dance the longest to the fast rhythms of the music played by the Latin band.

Cloverton street is a great place to live, and I want you to be familiar with it so you do not get lost or scared when we leave the house. First, an easy way to recognize My apartment building is by the colorful flower pots on either side of the front door. Another thing you might see near my apartment is the gigantic tree with a tire swing hanging from it. That is across the street from my apartment. If you walk down the street, you will see a red-brick building called Cloverton Elementary School. if you see these objects, you will know you are not far from home.

Cloverton Street is a great place to live, and I want you to be familiar with it so you do not get lost or scared when we leave the house. First, an easy way to recognize my apartment building is by the colorful flower pots on either side of the front door. Another thing you might see near my apartment is the gigantic tree with a tire swing hanging from it. That is across the street from my apartment. If you walk down the street, you will see a red-brick building called Cloverton Elementary School. If you see these objects, you will know you are not far from home.



# Story Map



**Title:** *Maggie and Millie*

**Characters:**

*Maggie*  
*Millie*  
*Mom*  
*Dad*

**Setting:**

**Where:** *Maggie's house, neighborhood*

**When:** *daytime, nighttime*

**Problem:**

*Maggie is nervous about taking care of her pet tiger.*

**Event:** *Mom brings a tiger home from the shelter as a present for Maggie.*

**Event:** *Maggie names her tiger Millie.*

**Event:** *Maggie has a nightmare. Millie helps her feel better.*

**Event:** *Maggie teaches Millie that tigers don't belong on the table.*

*Maggie shows Millie her neighborhood. Millie runs faster than Maggie and growls at a squirrel.*

**Event:** *Maggie teaches Millie to come to her.*

**Solution:**

*Maggie learns about having a pet, and Millie learns how to follow the rules. Maggie and Millie are friends.*

## 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 2 / <i>Maggie and Millie</i>
<b>English Language Arts Standards: <i>Language</i></b>
<b>Vocabulary Acquisition and Use</b> L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
<b>English Language Arts Standards: <i>Writing</i></b>
<b>Text Types and Purposes</b> W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**LITERATURE** (6 DAY)

# Grandpa John's Canes

Written by Talia Khalid

Illustration by James Bravo

*The Savvy Reader—Clarifying, A Collection of Readings*, pages 17–29

Success for All Foundation, 2011

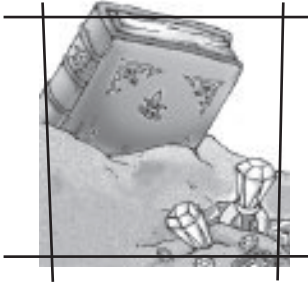
## Summary

Visiting Grandpa John is one of Tommie's favorite things to do, especially on the Fourth of July. What Tommie loves most about visiting Grandpa John is looking at his canes and hearing the stories that go with them. When Tommie becomes old enough to have his own cane, will he be mature enough for the responsibility?

## Instructional Objectives

	Reading	Word Power	Writing
<b>CYCLE 1</b>	<b>Clarifying (CL)</b>	<b>Consonant blends</b>	<b>Write a thank-you note.</b>
	Students will learn and practice how to clarify more than just words, including unclear ideas in sentences, paragraphs, and larger parts of the passage.	Students will learn and identify common consonant blends to help them read difficult words.	Students will pretend that they are Tommie. They will write thank-you notes to Mrs. Ferguson for fixing the special cane.



**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.

**Our story this cycle is *Grandpa John's Canes* by Talia Khalid. As we read, we will clarify words we do not understand in the story. Good readers clarify words to better understand what the story is about.**

- 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 **Team Huddle** to have students discuss their favorite relatives with their groups. Tell students to think about what makes that relative special. Use **Random Reporter** to select students to share responses.
  - Ask students if they have ever lost or broken something special that was given to them. Use **Think-Pair-Share** to have students discuss the items and why they were important or special. Randomly select a few students to share responses.
  - Ask students if there is a special story that they like to hear or read over and over again. Use **Think-Pair-Share** to have students discuss who tells or wrote the stories and why they enjoy them so much. Randomly select a few students to share responses.



**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
<b>wooden</b> page 20	chunk: wood-en	made of wood, hard	The <i>wooden</i> monkey was carved out of a pine tree.
<b>traded</b> page 20	base word + ending: trad(e) + ed	swapped, gave for something else in return	I <i>traded</i> my chips for Darryl's cookies at lunch.
<b>present</b> page 23	chunk: pres-ent	gift	Julie's birthday <i>present</i> was wrapped in shiny paper.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>prepare</b> page 23	chunk: pre- <i>pare</i>	get ready, make	I always wash my hands before I begin to <i>prepare</i> dinner for my family.
<b>enjoy</b> page 25	chunk: en- <i>joy</i>	have fun, take joy in	I <i>enjoy</i> spending time with my friends.
<b>usually</b> page 25	chunk: u- <i>sual-ly</i>	most of the time, often	Candice <i>usually</i> listens to her parents, but not today.
<b>lovely</b> page 28	chunk: love- <i>ly</i>	nice, pretty, pleasant	Tomas told a <i>lovely</i> story that made everyone smile.
<b>feathery</b> page 28	chunk: fea- <i>ther-y</i>	soft and light	The clouds were so <i>feathery</i> that we could see through them.

### Using the Targeted Skill (Introduction and Definition)

- Review the skill, clarifying, by having students think about what would happen if a baker did not understand some recipe directions he was reading as he tried to make a cake. Use **Think-Pair-Share** to have students discuss what might happen.
- Tell students that it is always important to try to understand what we read. Explain that just as a baker's cake might not come out right if he doesn't understand the recipe directions, we might not understand an author's story if we don't understand some of the words. That's why we need to try to figure them out.
- Display the following sentences. Tell students that you want to show them how to use sticky notes as they practice figuring out words, first using a word that isn't a real word.

Blackline master provided.

#### Sentence 1

Eric used a wet goobala with soap on it to wash his car.

#### Sentence 2

Annie was crunching on an apple.



- Read sentence 1 aloud for students, omitting *goobala*. Use a **Think Aloud** to model recognizing that you don't know that word and putting a sticky note next to the sentence to mark the place. Guide students to figure out the word.

Point to *goobala*. **I don't know this word. I'm putting a sticky note next to the sentence to show I need to figure it out. If this were a real word, how would you say it?** Guide students to sound out *goobala*. **OK, we agree how to say it, but does anyone know what a goobala is? No. So sometimes we can say, or sound out, a word, but we don't know what it means. Let's read the sentence and try to figure out what a goobala might be. What do you think it might be? *Sponge, cloth, rag.* How did you figure it out? What other words in the sentence helped you figure out the meaning?** Accept responses. **So you used different strategies to say the word and then to figure out what it means.**

- Display sentence 2.
- Read sentence 2 aloud for students, omitting the word *crunching*. Place a sticky note next to the sentence, and explain why you did so. Use **Think-Pair-Share** to have students help you figure it out.

**Here is a sentence with a real word that I had trouble reading.** Point to *crunching*. **I'll put a sticky note next to the sentence to show I need to figure out this word. Can you help me? Read the sentence with your partners and try to figure it out. Try to say it and figure out what it means.** Give students time to work with their partners. **How do you say it? What strategies did you use? What does it mean, and how did you figure it out?** Accept responses.

- Remind students that when they talk about how to say words and what they mean, as they have just done, they are clarifying.
- Tell students that they will clarify words they don't understand as they read. Explain that first they will mark their difficult words with sticky notes. Then they should try to say the words if they can and try to figure out what they mean.
- Explain that you will use sticky notes as you clarify words when you read aloud.

### Listening Comprehension

- Create interest in the text by having students think about their favorite relatives. Use **Think-Pair-Share** to have students share information about these relatives.

**Who are your favorite relatives? Do you have special aunts, uncles, or grandparents? What makes these relatives special? Why are they your favorite relatives?**

- Preview *Grandpa John's Canes* with the class. Ask students to make predictions about what this story will be about.



- Read the following passage from *Grandpa John's Canes* aloud, stopping at the word *twice* in the third paragraph. Put a sticky note next to the sentence with the word *twice* in it. Use a **Think Aloud** to model reading on to clarify what it means.

A Collection of Readings,  
page 19

I don't get to see my grandfather very often. He's my dad's dad. That makes him my grandpa. I call him Grandpa John.

I also have a Grandpa Frank. He's my mom's dad. He lives with us. So I see him a lot.

But Grandpa John lives in another state. He lives in New York City. We can go see him only twice a year. We go in July. We also go in November.

**Wait. I'm not sure what the word *twice* means. I'm going to mark where this word is by putting a sticky note next to the sentence with that word in it. Do so, and show students. Let me see if I can figure it out if I read on. Finish reading the paragraph. OK, after reading on, I can tell that the narrator visits his grandfather in July and in November. That's two times each year. So if he says that he visits his grandfather twice each year that must mean that he visits two times. So *twice* means two times. By reading on, I found clues that helped me understand the meaning of a word I didn't know. I'll put a check on my sticky note because I figured out the meaning of *twice*.** Do so, and show students.

- Read the following aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as needed.

A Collection of Readings,  
page 19

The July trips are the best. We go see him for the Fourth of July. There are always lots of fireworks. They light up the sky. New York City is the best place to see fireworks. If you don't believe me, go see for yourself someday. Boom! Bang! Crash! Pow! I love fireworks. But they're not my favorite things about visiting Grandpa John.

### 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.

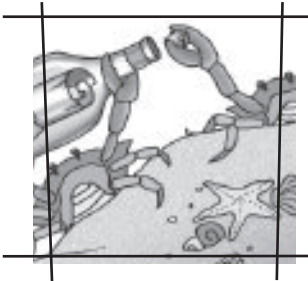
Student Edition, page S-10

### Team Talk

1. What does the narrator like most about visiting Grandpa John?
2. How are Grandpa John's canes different from one another? |CC|
3. Which answer best matches the meaning of the word *twinkle* on page 20? |CL|
  - a. dark
  - b. dull
  - c. shine
  - d. rough

Why do you think so? (Write-On)
4. Which is Grandpa John's favorite cane, and why? |CE|

- 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 20 (paragraphs 1 and 2) aloud with partners.**  
**page 20 (paragraphs 3 and 4) silently.**
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion **TP**

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

**Team Talk**

1. What does the narrator like most about visiting Grandpa John?

**100 points** = *What the narrator likes most about visiting Grandpa John is looking at his canes. The narrator also likes hearing the stories about the canes.* **90 points** = *What the narrator likes most about visiting Grandpa John is looking at his canes.* **80 points** = *He likes looking at Grandpa John's canes.*

2. How are Grandpa John's canes different from one another? |CC|

**100 points** = *Grandpa John's canes are different from one another because some of his canes are big. Some of his canes are small. Some of his canes are made from carved wood. Some of his canes are gold and twinkle.* **90 points** = *Grandpa John's canes are different from one another because some of his canes are big. Some of his canes are small.* **80 points** = *Some of his canes are big, and some of them are small.*

3. Which answer best matches the meaning of the word *twinkle* on page 20? |CL|

- a. dark
- b. dull
- c. *shine*
- d. rough

Why do you think so? (Write-On)

**100 points** = *I think it's shine because the word shiny is used in the sentence too. I know that stars twinkle, and stars are things that shine also.* **90 points** = *I think it's shine because the word shiny is used in the sentence too.* **80 points** = *The word shiny is also used in the sentence.*

4. Which is Grandpa John's favorite cane, and why? |CE|

**100 points** = *Grandpa John's favorite cane is the tall black wooden cane with the gold eagle's head on top. It is his favorite cane because the president of the United States gave it to him. He traded his cane for the president's cane.* **90 points** = *Grandpa John's favorite cane is the tall black wooden cane with the gold eagle's head on top. The president gave it to him.* **80 points** = *The tall black one with the gold eagle's head is his favorite. It belonged to the president.*

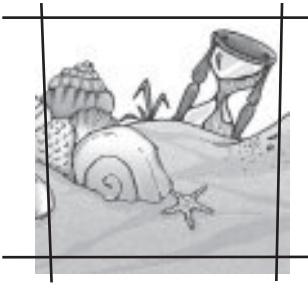
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

### Class Discussion **TP**

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



Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>		
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>		
	<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>Many people use canes to help them walk safely. Do you think Grandpa John likes canes for that reason? Why or why not?</p> <p>Grandpa John traded canes with the president. If you had a chance to trade something with the president, what would you trade? Why?</p> </td> </tr> </table>	Team Talk Extenders	<p>Many people use canes to help them walk safely. Do you think Grandpa John likes canes for that reason? Why or why not?</p> <p>Grandpa John traded canes with the president. If you had a chance to trade something with the president, what would you trade? Why?</p>
Team Talk Extenders	<p>Many people use canes to help them walk safely. Do you think Grandpa John likes canes for that reason? Why or why not?</p> <p>Grandpa John traded canes with the president. If you had a chance to trade something with the president, what would you trade? Why?</p>		
Write-On Discussion	<ul style="list-style-type: none"> <li>– Award team celebration points.</li> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.</li> </ul>		



## FLUENCY IN FIVE **TP**

**Timing Goal: 5 minutes**

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

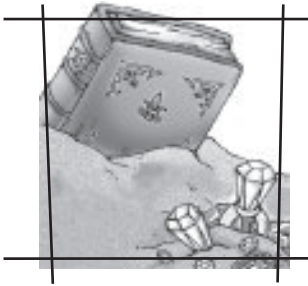
### **Page 20 (paragraphs 1 and 2)**

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

#### Team Celebration Points

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

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



## DAY 2

# ACTIVE INSTRUCTION

Timing Goal: 30 minutes

### Team Cooperation Goal

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

### Set the Stage

- Display and have students complete the Two-Minute Edit to start the class, and tell students that it includes common errors. Tell them how many errors the sentence contains.
- Tell students to look for and correct errors in their teams. Tell them they can earn team celebration points for preparing each member of their team to tell the corrections.
- Have students complete the Two-Minute Edit. **SR**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.



### Vocabulary **TP**

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



### Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.



- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why does the narrator like to visit his grandfather?

### Listening Comprehension

- Read the first paragraph and the first two sentences of the second paragraph from *Grandpa John's Canes* on page 21. Model using a sticky note and sounding out the word *pac*ing. Explain to students that by sounding the word out, you can clarify the word so it makes sense.

A Collection of Readings,  
page 21

I wish that everybody still carried canes. Only my Grandpa John does. My dad doesn't. But he likes the stories Grandpa John tells. Dad has a favorite cane story too. But it's not the same story.

On the day I was born, Dad was at the hospital waiting for me to arrive. He was pacing up and down the hall.

Mispronounce the word *pac*ing with a hard /c/ sound. **“He was pacing up and down the hall.” Wait. I don't think I said that word correctly, because it doesn't make any sense. I'm going to put a sticky note on it and try to sound it out. Pa-pas-pacing. OK, the word is *pac*ing, which means walking back and forth nervously. By sounding it out, I clarified a word that didn't make sense at first. Now that I understand I can keep reading. I'll put a check on my sticky note.**

- Read the following aloud, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as needed.

A Collection of Readings,  
page 21

He was nervous. He didn't know what to expect. Dad had never been a dad before.

Dad says he heard a click click click coming around the corner. He knew that sound. It was the sound Grandpa John made with his cane when he walked. Of course, Grandpa John wasn't a grandpa yet.

Dad was happy to see Grandpa John on that special day. And Grandpa John had a surprise. He had carved my birth date into his wooden cane. That made my dad happy. Dad still has that cane. It's his only cane, actually. It's brown with a silver knob.

I can see why that's Dad's favorite cane.

### 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.

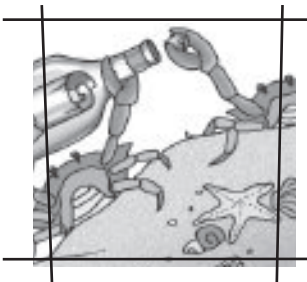
Student Edition, page S-10

### Team Talk

1. Tell about the narrator's birthday present.
2. How is the narrator's new cane just like his father's cane? |CC|
3. Which of the following means almost the same as *listened* on page 23? |CL|
  - a. heard
  - b. watched
  - c. stood
  - d. marched

Tell why you think so. (Write-On)

4. What problem does the narrator have? |PS|
  - a. He doesn't like the cane he receives.
  - b. He accidentally breaks his cane.
  - c. He doesn't have a cane for the parade.
  - d. He has no use for the cane.



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**page 23 (paragraphs 1–4) aloud with partners.**  
**page 23 (paragraphs 5–8) silently.**



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

### Team Discussion **TP**

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

### Team Talk

1. Tell about the narrator's birthday present.

**100 points** = *The narrator's birthday present is his very own cane. He gets one of Grandpa John's fanciest canes. The cane has his birth date carved into it.* **90 points** = *The narrator's birthday present is his very own cane. He gets one of Grandpa John's fanciest canes.* **80 points** = *He gets one of Grandpa John's canes.*

2. How is the narrator's new cane just like his father's cane? |CC|

**100 points** = *The narrator's new cane is just like his father's cane because both canes have the narrator's birth date carved into them.* **90 points** = *The narrator's cane is just like his father's because they both have the narrator's birth date on them.* **80 points** = *They both have the narrator's birth date on them.*

3. Which of the following means almost the same as *listened* on page 23? |CL|

- a. heard
- b. watched
- c. stood
- d. marched

Tell why you think so. (Write-On)

**100 points** = *I think it's heard because the story says they listened to a marching band. People hear bands play music. The word listened must mean heard.* **90 points** = *I think it's heard because the story says they listened to a marching band. People hear music.* **80 points** = *They hear a marching band.*

4. What problem does the narrator have? |PS|

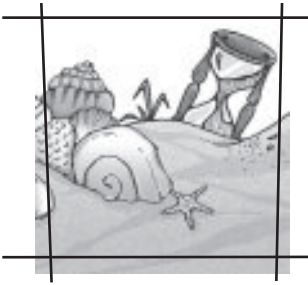
- a. He doesn't like the cane he receives.
- b. He accidentally breaks his cane.
- c. He doesn't have a cane for the parade.
- d. He has no use for the cane.

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

**Class Discussion TP**



Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team's strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>	
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>The narrator thinks you're never too old to give people you love a hug. Do you agree with him? Why or why not?</p> <p>Make a prediction about how the narrator will feel about the broken cane. Predict how his grandfather will feel. Support your predictions.</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>The narrator thinks you're never too old to give people you love a hug. Do you agree with him? Why or why not?</p> <p>Make a prediction about how the narrator will feel about the broken cane. Predict how his grandfather will feel. Support your predictions.</p>	
Write-On Discussion	<ul style="list-style-type: none"> <li>– Award team celebration points.</li> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the class. If desired, display student answers on the board.</li> <li>– Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.</li> </ul>	



## FLUENCY IN FIVE **TP**

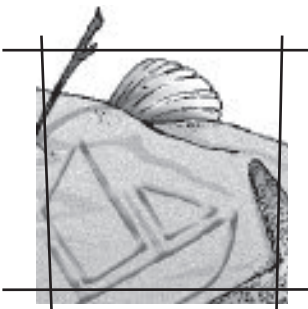
Timing Goal: 5 minutes

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

Student Edition, page S-9

### Page 23 (paragraphs 1–3)

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



## WORD POWER **TP**

Timing Goal: 10 minutes

- Introduce Word Power lessons and Captain Read More.

**We are going to learn about different word skills and earn Word Treasures. Word Treasures are clues that help us figure out certain words. Captain Read More, a friend of mine, is going to help us learn how to do this.**

**Captain Read More knows how important it is to figure out words to become a good reader. He believes that every skill that helps you read is a Word Treasure, and he sends us clues to help us figure out the treasure. Captain Read More sends his clues in a bottle.**

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clue for consonant blends.
- Display a glue brush, and write “prize,” “print,” and “press” below it.

Blackline master provided.



prize print press



- Point out the three words and that the clue is a glue brush. Use **Think-Pair-Share** to have students identify what is the same about all three words. Randomly select a few students to share. *They all begin with pr.*
- Explain that *pr* makes the /pr/ sound and is called a consonant blend. Tell students that consonant blends are letters that stick together a lot. Explain that Captain Read More uses the glue brush to make sure that the consonant blends stick together tightly.
- Circle the *pr* in each word to show which letters stick together. Explain to students that circling the letters in a consonant blend helps them identify and remember the consonant blend. Tell students that learning and reading common consonant blends can help them read difficult words.



prize print press

- Model reading the *pr* in *prize* and then the whole word.
- Use **Think-Pair-Share** to have students read the other two words. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share.
- Confirm, or model, by reading Captain Read More’s treasure note.

<h2 style="margin: 0;">Word Treasure</h2>	<p>Some words contain consonant blends.</p> <p>If you’re having trouble reading these words, first read the consonant blend, and then read the whole word.</p>
---	--

- Tell students to look out for a couple of words from this cycle’s vocabulary list that have consonant blends in them.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that part of their vocabulary practice is writing a meaningful sentence. Tell them that this is another opportunity for them to earn a

challenge score and that they can earn team celebration points for writing good meaningful sentences.

- Point out the meaningful sentence rubric on the back of the team folders. Tell students that they will watch a video about meaningful sentences.
- Play the video.
- Use **Team Huddle** to have students discuss what makes a sentence meaningful. Use **Random Reporter** to select students to share. *Using the word correctly and including details that help to make a mind movie make a sentence meaningful.*
- 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

Write the words in your journal. Then circle the consonant blends, and read each word.

1. pride (*pr*ide)
2. pretty (*pr*etty)
3. prince (*pr*ince)
4. prop (*pr*op)

### Building Meaning

wooden	traded	present	prepare
enjoy	usually	lovely	feathery

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

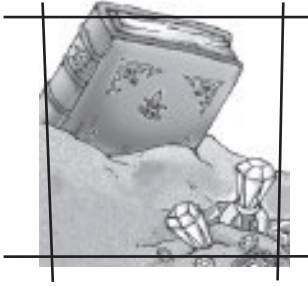
**100 points** = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

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

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

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

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

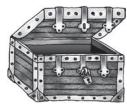
Timing Goal: 30 minutes

**Team Cooperation Goal**

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

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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

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

Where does the narrator get his cane?

### Listening Comprehension



- Read the following passage from *Grandpa John's Canes*. Stop at the word *handkerchief*, and mark the word with a sticky note. Use a **Think Aloud** to find clues to help you clarify the meaning.

Grandpa John helped me up. Dad picked up the cane. He just couldn't fix it. I felt really bad. I had broken my birthday cane! I felt like crawling under a rock. But there were no rocks.

Dad told me not to worry. Grandpa John said that it would be okay. But I was very sad. I had ruined the Fourth of July. I started to cry even though I was a big kid. Grandpa John gave me his soft handkerchief. I wiped my tears with it. I blew my nose with it.

***Handkerchief.*** I'm not sure what that word means, so I'll mark it with a sticky note. Let me keep reading to see if I can figure it out. Finish reading the paragraph. OK. A handkerchief is soft, and the narrator wipes his tears and blows his nose with it. Oh, I get it. A handkerchief is one of those cloths that some people keep in their pockets. By reading and looking for clue words, I made sense of the word *handkerchief*. I'll check my sticky note.

- Read the following aloud, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as needed.

Grandpa John said, "There's no reason to cry, Tommie." But I didn't believe him. The parade ended. We went back to have dinner with Mom. Mom saw that I was sad. Dad told her why. I started to cry some more.

### 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.

A Collection of Readings,  
page 24

A Collection of Readings,  
page 24

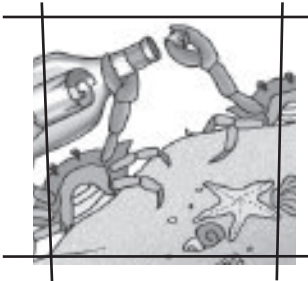


Student Edition, page S-11

## Team Talk

1. How is dinner this Fourth of July different from dinner during past holidays? |CC|
  - a. It's before the parade.
  - b. It's full of fireworks.
  - c. It's not as fun.
  - d. It's the best ever.
2. Which of the following means about the same as the word *excused* on page 25? |CL|
  - a. ordered to leave
  - b. made to stay
  - c. asked to stay
  - d. allowed to leave

Tell why you think so. (Write-On)
3. Why does the narrator go to the extra room? |CE|
4. In one or two sentences, tell how Grandpa John helps the narrator feel better. |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 25 (paragraphs 1 and 2) aloud with partners.**  
**page 25 (paragraphs 3 and 4) 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 dinner this Fourth of July different from dinner during past holidays? |CC|
  - a. It's before the parade.
  - b. It's full of fireworks.
  - c. *It's not as fun.*
  - d. It's the best ever.
2. Which of the following means about the same as the word *excused* on page 25? |CL|
  - a. ordered to leave
  - b. made to stay
  - c. asked to stay
  - d. *allowed to leave*

Tell why you think so. (Write-On)

**100 points** = *I think excused means allowed to leave because after Tommie asks to be excused, his mom lets him go. He is asking for permission, or to be allowed, to leave the table.* **90 points** = *I think excused means allowed to leave because after Tommie asks to be excused, his mom lets him go. He is asking for permission.* **80 points** = *It means allowed to leave because he can go after he asks.*

3. Why does the narrator go to the extra room? |CE|
 

**100 points** = *Tommie goes to the extra room because he is too sad to eat. He wants to take a nap but ends up crying instead.* **90 points** = *Tommie goes to the extra room because he is too sad to eat.* **80 points** = *He is too sad to eat.*
4. In one or two sentences, tell how Grandpa John helps the narrator feel better. |SU|
 

**100 points** = *Grandpa John helps Tommie feel better by telling him a story about a time when Grandpa John broke a birthday cane. Grandpa John tells Tommie not to worry.* **90 points** = *Grandpa John helps Tommie feel better by telling him a story about a time when Grandpa John broke a birthday cane. He tells him not to worry.* **80 points** = *He tells how he also broke a cane. He tells him not to worry.*

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

**Class Discussion TP**



**Strategy-Use Discussion**

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

**Think-and-Connect Discussion**

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

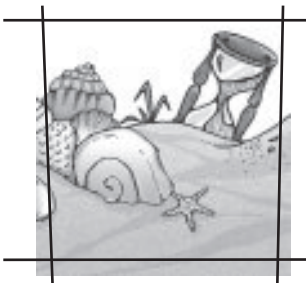
**Team Talk Extenders**

Do you think Tommie's family understands how he feels? How do their actions show this?  
 Grandpa John's story helps Tommie feel better. Why do you think it helps?

- 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**

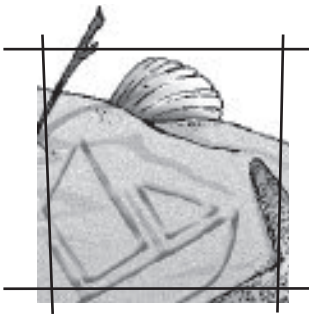
Timing Goal: 5 minutes

- 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-9

**Page 23 (paragraphs 1-3) or 25 (paragraphs 1 and 2)**

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



## WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill. Use the message to remind students of the skill they are working on (consonant blends).
- Point out that there are some words from this cycle's vocabulary list that have consonant blends in them. Write "present" and "surprise" on the board.

present surprise

**tps**

- Use **Think-Pair-Share** to have students figure out how to read the words. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students identify the consonant blends. Randomly select a few students to share.
- Circle the *pr* in each word after students respond.

present surprise

- Tell students that Captain Read More would like to introduce another consonant blend. Write "track," "train," and "trip" on the board.
- Use **Think-Pair-Share** to have students identify the consonant blend. Randomly select a few students to share.
- Circle the *tr* in each word after students respond.

track train trip

- Use **Think-Pair-Share** to have students read the words. Randomly select a few students to share.

- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.
- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.
- Practice reading the words, one group at a time with students. Read the words at different speeds. Repeat two or three times.
- Tell students they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the word lists with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

**Student Edition,**  
pages S-11 and S-12

### Skill Practice

Write the words in your journal. Then circle the consonant blends, and read each word.

1. trick (*tr*ick)
2. truck (*tr*uck)
3. pretend (*pr*etend)
4. trust (*tr*ust)

### Building Meaning

wooden	traded	present	prepare
enjoy	usually	lovely	feathery

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

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

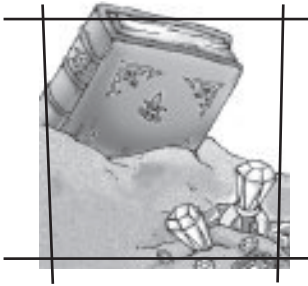
6. Which of the following would you usually see if you went to the circus?
  - a. dump truck
  - b. a cactus
  - c. a beetle
  - d. *an elephant*

Practice Lists		
Group 1		
price	preach	prank
tree	treat	trap
trade	pressed	tricked
Group 2		
prune	made	try
part	trail	over
new	price	true



- 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.
- Use **Random Reporter** to select students to read the word lists.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

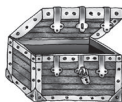
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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



- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

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

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

How does Grandpa John help Tommie feel better about breaking the cane?

### Listening Comprehension

- Read the following passage from *Grandpa John's Canes* aloud. Stop at the word *swore*. Model using a sticky note and sounding out the word. Explain to students that by sounding out the word, you can clarify it so it makes sense.

A Collection of Readings,  
page 26

Grandpa John finished his story. I felt better. So I followed him out to the dining room. I was starving. Luckily, mom had saved some beans-and-rice and some corn for me. That hit the spot. It almost made me forget about breaking the cane. Almost. But I did my best to enjoy dinner. I did my best to look forward to the fireworks later that night. I really did.

As I ate Grandpa John told a few stories. He told stories about some of his canes. He told about a cane he bought in Germany. He told about one that came from Ireland. I hoped that one day I could have another cane. I swore I wouldn't break that one. I told myself I would do better.

Mispronounce the word *swore* with a long /e/ sound. **"I swore I wouldn't break that one." I'm having trouble with this word. Let me put a sticky note on it, reread it, and try to sound it out. "I sw-swo-swore I wouldn't break that one." OK, the word is *swore*. By sounding out the word, I clarified it. Now it makes sense. I'll check my sticky note now.**

- Read the following aloud, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as needed.

A Collection of Readings,  
page 26

We all listened to Grandpa John's stories. In the middle of one there was a knock at the door.

### 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.



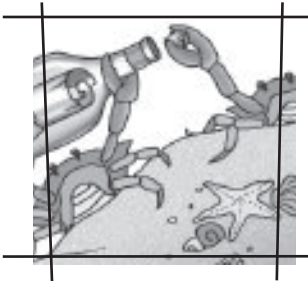
Student Edition, page S-13

## Team Talk

1. Which character is Mrs. Ferguson talking to when she says, “Mr. Dorsey”? |DC|
  - a. Grandpa John
  - b. Tommie
  - c. Tommie’s mom
  - d. Dad
  
2. Which of the following means about the same as *produced* on page 28? |CL|
  - a. showed
  - b. fixed
  - c. gave
  - d. created

Tell why you think so. (Write-On)

3. How does Mrs. Ferguson get the cane? |CE|
4. Why is Mrs. Ferguson important to the story?



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**page 28 (paragraphs 1–4) aloud with partners.**  
**page 28 (paragraphs 5–8) silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

### Team Discussion **TP**

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

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

### Team Talk

1. Which character is Mrs. Ferguson talking to when she says, "Mr. Dorsey"? |DC|
  - a. Grandpa John
  - b. *Tommie*
  - c. Tommie's mom
  - d. Dad
2. Which of the following means about the same as *produced* on page 28? |CL|
  - a. *showed*
  - b. fixed
  - c. gave
  - d. created

Tell why you think so. (Write-On)

**100 points** = *I think it means showed because Mrs. Ferguson brings out a cane and holds it up for everyone to see. That means she showed it to everyone. Produced must mean showed. 90 points* = *I think it means showed because Mrs. Ferguson brings out a cane and holds it up for everyone to see. She showed it to people. 80 points* = *She showed the cane to everyone.*

3. How does Mrs. Ferguson get the cane? |CE|
 

**100 points** = *Mrs. Ferguson gets the cane because Grandpa John brings it to her. He knows she is good at fixing things. 90 points* = *Mrs. Ferguson gets the cane because Grandpa John brings it to her. 80 points* = *Grandpa John brings it to her.*
4. Why is Mrs. Ferguson important to the story?
 

**100 points** = *Mrs. Ferguson is important to the story because she solves Tommie's problem. She fixes Tommie's cane. 90 points* = *Mrs. Ferguson is important to the story because she solves Tommie's problem. 80 points* = *She solves Tommie's problem.*

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

**Class Discussion TP****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**

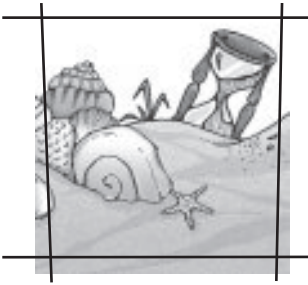
Mrs. Ferguson is good at fixing things. Have you ever fixed something or had something fixed for you? If so, what was it?

Grandpa John doesn't tell Tommie that he asked Mrs. Ferguson to fix the cane. Why do you think he keeps it a secret?

- 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-9

**Page 23 (paragraphs 1–3), 25 (paragraphs 1 and 2), or 28 (paragraphs 1–3)**

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



## WORD POWER **TP**

Timing Goal: 10 minutes

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

- Remind students of the Word Power skill (consonant blends) and the Word Treasure clue that Captain Read More uses for consonant blends (a glue brush).
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.
- Tell students to identify the consonant blends in the underlined words.

## Word Power Challenge

1. Kathy read a story about a frog that turned into a prince.
2. They had to wait for the traffic to stop, and then they could cross the street.



- Use **Random Reporter** to select a student to read the underlined words and identify the consonant blends.

prince; traffic

- Display the On My Own list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the On My Own list with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

**Student Edition,**  
pages S-13 and S-14

### Skill Practice

Write the words in your journal. Then circle the consonant blends, and read each word.

1. prime prime
2. subtract subtract
3. apron apron
4. training training

### Building Meaning

wooden	traded	present	prepare
enjoy	usually	lovely	feathery

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

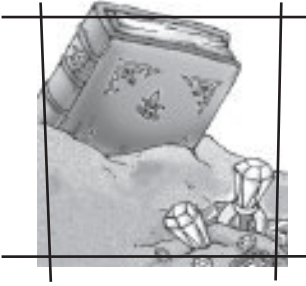
**100 points** = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. Which of the following would you not usually see if you went to the circus?
  - a. a clown
  - b. a tiger
  - c. a city
  - d. a big tent

On My Own		
part	treat	price
new	trade	over
present	trail	made

- 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.
- Use **Random Reporter** to select students to read the On My Own list.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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

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

Timing Goal: 20 minutes

**Team Cooperation Goal**

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

**Set the Stage**

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



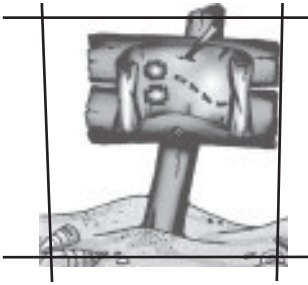
**In yesterday's reading, things turned out pretty well for Tommie. Today we'll learn about the rest of his Fourth of July.**

**Vocabulary **TP****

- Remind students that their knowledge of 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**

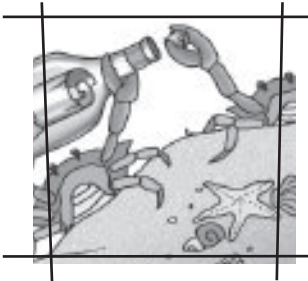
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they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

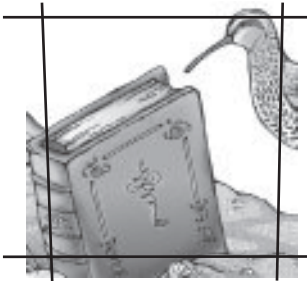
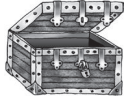
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink)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

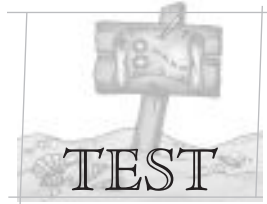
Timing Goal: 20 minutes

- 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 29 of *Grandpa John's Canes*, and answer the following questions. The total score for comprehension questions equals 100 points.

**20 points**

1. Tell how Tommie's cane and his father's cane are the same. |CCI|

**20 points** = *Tommie's cane and his father's cane are the same because both canes have Tommie's birth date carved into them. Both canes were given to them by Grandpa John.* **15 points** = *Tommie's cane and his father's cane are the same because both canes have Tommie's birth date carved into them.* **10 points** = *They both have Tommie's birth date on them.*

**20 points**

2. What happens to Tommie's cane? Tell how the problem is solved. |PSI|

**20 points** = *Tommie's cane breaks when he trips on the curb and falls on his cane. The problem is solved when Grandpa John gives the cane to Mrs. Ferguson to fix it. She brings the cane back to Tommie in one piece.* **15 points** = *Tommie's cane breaks when he trips on the curb and falls on his cane. Then Grandpa John gives the cane to Mrs. Ferguson to fix it.* **10 points** = *Tommie trips and breaks it. Mrs. Ferguson fixes it.*

**30 points**

3. Which of the following means about the same as *invited* on page 29? |CLI|

- a. *asked to come inside*
- b. *asked to leave*
- c. *told to go away*
- d. *told to come inside*

Tell why you think so.

**20 points** = *I think it means asked to come inside because after Mrs. Ferguson is invited in for iced tea, she gladly joins Tommie's family. She joins them inside Grandpa John's home. When they invite her in, they must be asking her to come inside.* **10 points** = *I think it means asked to come inside because after Mrs. Ferguson is invited in for iced tea, she gladly joins Tommie's family inside.* **5 points** = *She joins them inside after being invited.*

**20 points**

4. What stories does Mrs. Ferguson tell? |CEI|

**20 points** = *Mrs. Ferguson tells stories about the many things she has fixed. She tells about special things she has fixed.* **15 points** = *Mrs. Ferguson tells stories about special things she has fixed.* **10 points** = *She tells about things she has fixed.*

**10 points**

5. Which of the following will probably happen next year? [PR]
- Grandpa John won't give out any more canes.
  - Tommie will break another cane.
  - Tommie will tell his own cane story.*
  - Tommie will skip the family trip to Grandpa John's.

## 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 the words. Then circle the consonant blends.

**5 points**

1. printer (printer)

**5 points**

2. tricks (tricks)

**5 points**

3. prom (prom)

**5 points**

4. tray (tray)

### Building Meaning

wooden	traded	present	prepare
enjoy	usually	lovely	feathery

**10 points**

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

**10 points** = *Eli and Tyler really enjoy playing outside in the woods and building their tree house.* **5 points** = *Eli and Tyler really enjoy playing outside in the woods together.* **1 point** = *Eli and Tyler really enjoy playing together.*

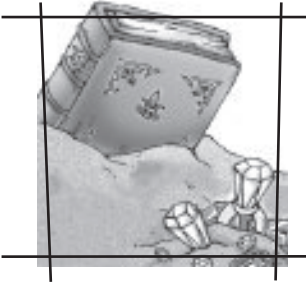
**10 points**

6. Ryan traded his baseball cards for Paul's pet turtle.

**10 points**

7. The wooden doll house was one of Ann Marie's favorite toys. *Wooden* means—
- made of wood.*
  - made of steel.
  - made of glass.
  - made of rubber.

- 10 points**            8. Mollie gave her mother flowers and a very nice present for Mother's Day.  
*Present* means—
- a. lift.
  - b. *gift*.
  - c. give.
  - d. get.
- 10 points**            9. Before going to bed, Jess usually brushed his teeth.
- 10 points**            10. Tawanda and her mom had a lovely afternoon baking cookies together.  
*Lovely* means—
- a. shy.
  - b. mean.
  - c. *nice*.
  - d. slow.
- 10 points**            11. Dad gathered all of his tools together to prepare to build the bird house.
- 10 points**            12. The beautiful flowers looked light and feathery from far away. *Feathery* means—
- a. big and clear.
  - b. hard and dark.
  - c. small and dark.
  - d. *soft and light*.

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

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**Set the Stage**

- Introduce the writing goal.

**Today you will pretend that you are Tommie from *Grandpa John's Canes*. You will write a thank-you note to Mrs. Ferguson, thanking her for fixing your birthday cane. Tommie was very upset when he broke his special cane, but Mrs. Ferguson did him a great favor.**

**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 thank-you note.

**It is always polite to say thank you to someone who does something kind for you. You should always thank people for gifts or their help as soon as you receive them. You can also send people a thank-you note in the mail to let them know how much you appreciate what they did for you.**

- Ask students if they have ever written a thank-you note to send to a friend or family member. Have volunteers share their experiences with the class.
- Display the following thank-you note. Read the note aloud to students.

Blackline master provided.

September 16, 2010

Dear Grandma Joan and Grandpa Ned,

Thank you for coming to school with me on Grandparent's Day last week. I really had a lot of fun showing you my classroom and school. I never get to show you the art projects and other things I create in school, so it meant a lot to have you there that day. I am also glad that you got to see our class play! That was a special performance just for the grandparents. I hope you enjoyed spending the day with me at school, and I cannot wait to show you how much I've learned when you come for Grandparent's Day next year!

Love,  
Troy



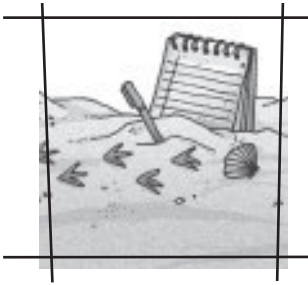
- Use **Think-Pair-Share** to have students explain why Troy wrote a thank-you note to his grandparents. *He thanked them for coming to his school on Grandparent's Day.*



- Tell students that thank-you notes should contain certain pieces of information. Use **Random Reporter** to go over this information with students.

**The most important thing you will write in a thank-you note is the thank you. You want to tell the person why you are thanking them. How does Troy do this?** *The first thing he writes in the note is "Thank you for coming to school with me on Grandparent's Day last week."* **Right! Next, you should always tell the person why you liked the gift or why he or she was so helpful to you. How does Troy do this?** *He tells his grandparents how nice it was to show them his art projects and other things at school. He got to show them his class's play.* **Great! Now, Troy tells his grandparents something about the future. What does he say?** *He writes that he hopes they had a good time as well, and that he cannot wait for next year's Grandparent's Day.* **Good. Troy wants to make sure his grandparents enjoyed the day as much as he did, and he invites them to Grandparent's Day next year.**

- Point out to students that if Troy was thanking his grandparents for a gift, he might mention instead how he planned to use the gift.
- Point out to students how a thank-you note looks just like a short letter. Remind students that thank-you notes should contain a date, a greeting, body text, a closing, and a signature.
- Tell students that they will begin writing their thank-you notes from Tommie to Mrs. Ferguson.



# ADVENTURES IN WRITING

Timing Goal: 65 minutes

## Planning

- Introduce the activity.

**Remember that today you will pretend that you are Tommie and will write a thank-you note to Mrs. Ferguson to thank her for fixing your special cane.**



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

Student Edition, page S-14

### Writing Prompt

Pretend that you are Tommie. Mrs. Ferguson has just done something very nice for you by fixing your special birthday cane. Write her a thank-you note to thank her for saving your cane. The first sentence of your thank-you note should tell why you are thanking her. Tell Mrs. Ferguson why you are so thankful for your cane being in one piece again. Tell Mrs. Ferguson how you plan to use your cane in the future. Think about what Tommie loves about his Grandpa John's canes and stories. Remember to include all the parts of a thank-you note in your letter (date, greeting, body, closing, and signature).

### Scoring Guide

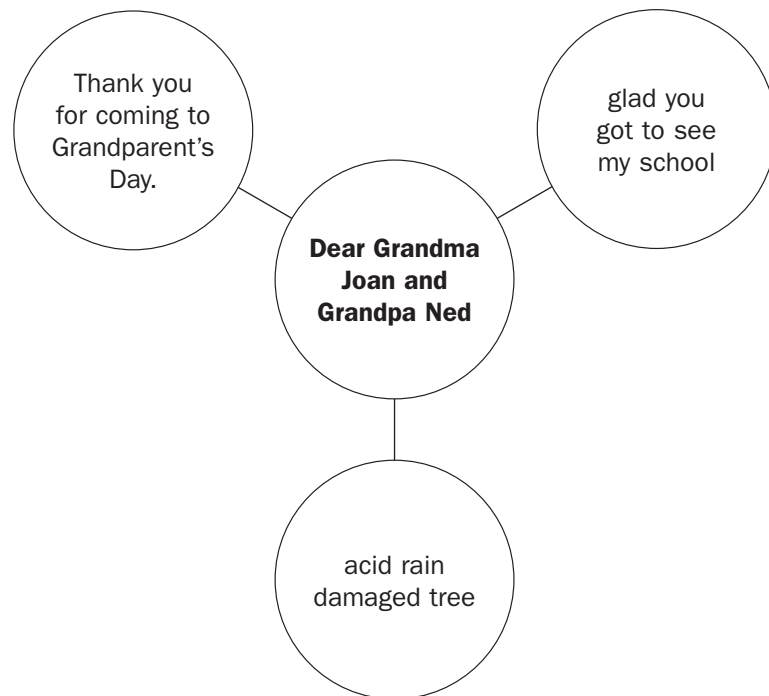
You wrote a thank-you note to Mrs. Ferguson to thank her for fixing your special birthday cane.	<b>20 points</b>
The first sentence tells Mrs. Ferguson why you are thanking her.	<b>25 points</b>
You explain why you are thankful that she repaired your special birthday cane.	<b>25 points</b>
You tell Mrs. Ferguson how you plan to use your cane in the future.	<b>25 points</b>
Your thank-you note is written in the form of a letter (a date, a greeting, a body, a closing, and a signature).	<b>5 points</b>

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

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

- 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 that this story takes place at the Fourth of July. Tell students to keep this in mind as they write their letters.

**What date should you put on your letters? Well, remember that this story takes place on the Fourth of July. You should assume that Tommie writes his thank-you note sometime after the Fourth of July, but not too long after it! Thank-you notes should always be sent within a short time of receiving a gift or favor. You can decide what year the story takes place.**

- 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 that their thank-you notes have a lot of punctuation they might have forgotten about.

**A thank-you note might have some punctuation you have forgotten about. The body of your letter should be in complete sentences that end in periods, exclamation points, or question marks, but what about the date, greeting, and closing of your note? Remember, when writing the date, there should be a comma between the day and the year. The greeting and the closing should both end with a comma.**

- If helpful, have students copy the checklist in their journals as a reference.
- Display the following sample letter. Read the letter aloud to students.

Blackline master provided.

July, 7 2011

Dear Mrs. Ferguson

Thank you very much for fixing my special birthday cane. I was so upset about breaking it earlier in the day. It nearly ruined my Fourth of July!

The cane is very special to me because my grandpa gave it to me. Do you know he has a lot of canes? I love his canes and the stories he tells about them. I want to own a lot of canes, just like him. Thanks to you, I have a story to tell about my cane next year! I promise I will be extra careful with my cane. I hope I will see you again next year on the Fourth of July!

Your friend.

Tommie



- Use **Random Reporter** to have students identify mistakes in comma placement in the letter. *The comma should come after the day, not the month in the date. A comma is missing from the greeting. The closing ends with a period instead of a comma.*
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

### Rewriting

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

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

## Sentence 1

Eric used a wet goobala with soap on it to wash his car.

## Sentence 2

Annie was crunching on an apple.



September 16, 2010

Dear Grandma Joan and Grandpa Ned,

Thank you for coming to school with me on Grandparent's Day last week. I really had a lot of fun showing you my classroom and school. I never get to show you the art projects and other things I create in school, so it meant a lot to have you there that day. I am also glad that you got to see our class play! That was a special performance just for the grandparents. I hope you enjoyed spending the day with me at school, and I cannot wait to show you how much I've learned when you come for Grandparent's Day next year!

Love,

Troy

July, 7 2011

Dear Mrs. Ferguson

Thank you very much for fixing my special birthday cane. I was so upset about breaking it earlier in the day. It nearly ruined my Fourth of July! The cane is very special to me because my grandpa gave it to me. Do you know he has a lot of canes? I love his canes and the stories he tells about them. I want to own a lot of canes, just like him. Thanks to you, I have a story to tell about my cane next year! I promise I will be extra careful with my cane. I hope I will see you again next year on the Fourth of July!

Your friend.

Tommie

# Story Map



**Title:** *Grandpa John's Canes*

**Characters:**

Tommie  
Grandpa John  
Dad  
Mom  
Mrs. Ferguson

**Setting:**

**Where:** New York City  
  
**When:** Fourth of July

**Problem:**

*Tommie wishes everyone still carried canes. He breaks his birthday cane.*

**Event:** *Tommie thinks about Grandpa John's and Dad's favorite canes when they visit Grandpa John.*

**Event:** *Grandpa John gives Tommie one of his fanciest canes.*

**Event:** *Tommie, Grandpa John, and Dad take their canes to the Fourth of July parade.*

**Event:** *Tommie trips, and his cane breaks. He's very sad.*

**Event:** *Grandpa John tells Tommie that everything is OK. Then Mrs. Ferguson comes over with a surprise.*

**Solution:**

*Mrs. Ferguson fixes Tommie's birthday cane. Tommie has his own special cane story.*

## 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 2 / *Grandpa John's Cane*

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

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

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

#### **English Language Arts Standards: *Reading: Foundational Skills***

##### **Phonics and Word Recognition**

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.



**INFORMATIONAL** (6 DAY)

# Apes Are Great!

Written by Andy Wolinsky

Illustration by James Bravo

*The Savvy Reader—Clarifying, A Collection of Readings*, pages 31–41

Success for All Foundation, 2011

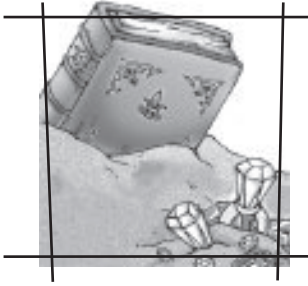
## Summary

Apes are amazing forest creatures. They share many similarities with humans. Gorillas and orangutans are some of our closest relatives. Learn all about these great apes.

## Instructional Objectives

	Reading	Word Power	Writing
	Main idea (MI)	<i>R</i> -controlled vowels	Write a persuasive paragraph.
CYCLE 1	Students will find the main ideas and supporting details of different sections of the text.	Students will identify the <i>r</i> -controlled vowels <i>er</i> and <i>ar</i> to help them read words.	Students will write persuasive paragraphs to tell others that humans should protect apes.



**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 **everyone participates**, 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 read *Apes Are Great!* by Andy Wolinsky. As we read, we'll look for important ideas in the text. Good readers identify important ideas to make sure that they learn and remember important information.**

- Point out the strategy target on the team score sheet.
- Introduce informational text to students. Use the text to show how informational texts differ from literature.

**Informational texts differ from literature. Literature is stories, and we use a story map to organize what we read. Literature has characters, settings, problems, and solutions.**

**Informational texts give you information and facts. They can describe or explain too. Sometimes they include subtitles, headings, definitions, charts, graphs, and other tools to help readers understand the information. We read informational text to learn things.**

**Let's take a look through this text to see how it differs from a story. Point to the pictures on each page. There are pictures on each page, but they don't seem to tell a story as they would in literature. Point to the diagrams. There are also diagrams in this text. I know that diagrams are a way to give information about a subject. Literature doesn't have diagrams.**

- Explain that when we read informational texts to learn, we want to be sure that we can figure out and remember all the important information.

**Blackline master provided.**



- Introduce Captain Read More's shipmates, Patch and Plank. Tell students that Patch and Plank will help them tear through informational text using the TIGRRS process.

**Let's meet some new friends. These two tigers are Captain Read More's shipmates, and their names are Patch and Plank. They are experts in helping Captain Read More find his way and learn about the waters they sail in and the lands they visit.**

**Patch tells Captain Read More all the important information about the weather as they sail and gives him details about islands they visit. He also helps Captain Read More know the similarities and differences between places they visit. Patch uses travel guides and maps to show Captain Read More important text features that can help them in their journeys.**

**Plank is a master navigator and can tell Captain Read More the steps they need to take to care of the ship. Plank also knows the ins and outs of sailing and can predict what will happen during storms or calm seas. Plank uses manuals to remember important steps and to understand the causes of problems that might occur and the effects of the problems.**

**Together Patch and Plank help Captain Read More remember important information.**

- Introduce the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize. Tell students that this process will help them remember important information in informational text.



- 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 figuring out the topic is the first step of TIGRRS—our informational process. Knowing the topic will help me understand what the text is about. I’ll figure out the topic by paging through the text before I read it. Page through the text, noting different text features. I see that the title of the book is *Apes Are Great!* There are pictures of different kinds of apes on the cover too. As I look through the text, I also see more pictures of apes. I can identify gorillas and chimpanzees. All these pictures seem to go with the text to help me understand it. I think the topic has to be apes.**

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



- Use **Team Huddle** to have students discuss what they know about apes and monkeys, telling them to think about where these animals live and what they look like. Use **Random Reporter** to select students to share.
- Display a picture of a gorilla and a picture of a monkey (such as a spider monkey or marmoset). Use **Team Huddle** to have students compare and contrast the gorilla and monkey. Use **Random Reporter** to select students to share.
- Share a few interesting or important facts about apes with students. For example, apes are considered to be very smart and can use tools to find food and solve tough problems. Humans and some types of apes are so closely related that we can share germs and sicknesses. Gorillas are the only ape that isn’t good at climbing trees.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

**The next step of TIGRRS is identifying the intent of the author. That means telling why the author wrote the text. Knowing that will help me understand the text better. I know the topic is apes. All the pictures make me think that the author wants to inform, or teach, me about apes. So informing is the author’s intent for this text.**

Blackline master provided.

- 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.

**Let me look at the different organizers I can use when reading informational texts. They all seem to have different purposes. There is an idea tree where I can write main ideas and supporting details. There is a T-chart. I remember that I use that to write causes and effects. The Venn diagram helps when I need to compare and contrast. And the sequence chain helps me keep steps in order.**

**When I surveyed the text, it didn't look like it had information to compare and contrast or steps in a process. So I won't use the Venn diagram or the sequence chain. I don't think the T-chart is right either because I didn't see any causes and effects when I paged through the text. I know I can find main ideas and supporting details, so I think I'll use the idea tree as my graphic organizer. This will help me organize and remember the important parts of the text.**

Blackline master provided.

- Display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part. Model writing the topic on the trunk of the idea tree, and ask students to write this on their idea trees.

**Look at this organizer. It looks like a tree. It has a trunk and branches. If I write the topic in the trunk, it reminds me that ideas important to understanding the text will have to do with the topic. Write the topic on the trunk. When I find important ideas that are about the topic, I'll write them in the circles. And when I find smaller ideas that are about the main ideas, I'll write them around the circles. I'll show you how when we start to read today.**

- 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-15  
Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>covered</b> page 34	base word + ending: cover + ed	coated	The hills were <i>covered</i> with snow all winter.
<b>prefer</b> page 36	chunk: pre-fer	favor	I <i>prefer</i> to play baseball, but softball is OK too.
<b>head</b> page 36	blend	leader	My mom is the <i>head</i> of the household, so she makes all the rules.
<b>weaker</b> page 36	chunk: weak-er	less strong	The <i>weaker</i> athlete couldn't carry the weight that his stronger friend could.
<b>clever</b> page 39	chunk: cle-ver	smart	My dog is so <i>clever</i> that she figured out how to open the back door and let herself out.
<b>harmed</b> page 40	base word + ending: harm + ed	hurt, injured	Dalia's cat <i>harmed</i> its leg when it fell from the high tree branch.
<b>threat</b> page 40	blend	danger	Flooding is always a <i>threat</i> when it rains too much for several days.
<b>difficult</b> page 40	chunk: dif-fi-cult	hard	The test took Jules awhile because it was full of <i>difficult</i> math problems.

### Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

**This cycle we will focus on identifying main ideas and supporting details. This is especially important in informational texts to understand the topic. A main idea is the most important idea in a passage or section of text. Main ideas are always about the big topic of the text. Supporting details tell about the main ideas. Knowing main ideas and supporting details helps us to understand the topic.**



- Use **Think-Pair-Share** to have students discuss what they did last weekend.

**We're going to talk about what we did over the weekend. That's our topic. Think about what you did.** Give students time to think. **Now pair with your partner, and tell what you did.** Randomly select a few students to share activities from the weekend.

- Use **Think-Pair-Share** to have students tell details about one of their activities. Prompt them as necessary.

**Now think about some details about what you did over the weekend. Did you go to the store? What did you buy? Did you go to the movies? Which movie did you see? Think.** Give students time to think. **Now pair with your partner, and tell some details about what you did.** Randomly select students to share details of their activities.

- Tell students that the activities they did over the weekend are main ideas that relate to the topic they talked about. The details of what they did tell more about the main ideas. Use examples as necessary.
- Tell students that there are several things they can do to help them identify main ideas as they read.

**Often a text will contain clues that can lead us to the main idea. Key words are one of these clues. Key words could be several words that are alike or words that are repeated throughout the text. Pictures also help us find the main idea by showing us what the text is explaining. As we read, look for these clues. They will help to point you to the main ideas.**

- Tell students that they will identify main ideas and supporting details 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 the next part of TIGRRS is reading the text. Tell them that the first time you read the text you will look for main ideas.
- 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.
- Display a blank idea tree. Remind students that you will only read for main ideas as you read the text the first time.
- Explain to students that the author of a text does not always state the main idea.

**Sometimes the author does not state the main ideas of a text, but he or she gives us clues. We can look for text features, such as the pictures and diagrams I saw when I paged through the text, to help us find the main ideas. I can also ask myself, What is the author mainly writing about?**



- Read page 33 of the text aloud. Use a **Think Aloud** to model identifying the main idea of the section and the clues that led you to it. Fill in the idea tree accordingly.

A Collection of Readings,  
page 33

### There Are Different Apes

Apes are amazing creatures. There are many different kinds of apes. There are big apes and smaller apes. The big apes are called great apes.

Gorillas, orangutans, chimpanzees, and bonobos are all great apes. Most apes live in jungles and forests. Some live in trees. Some live on the ground.

**We already know the topic of this text is apes, but we'll see what other important ideas we will learn from the text. After reading this page, I think it is mostly about there being different kinds of apes. The heading on the page says there are different kinds of apes. I see two pictures of apes that look very different from each other on the page. I will add this main idea to my idea tree.**

- Remind students that they will look for main ideas as they read *Apes Are Great!*
- Tell students that as they read, they should look for main ideas and clues about the main ideas. Remind them to ask themselves, What is the author mainly writing about?

### 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

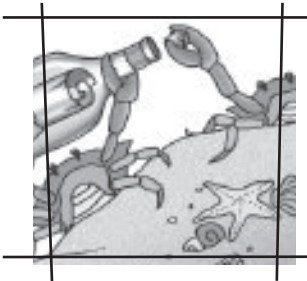
1. Which of the following is the main idea of page 34? |MI|
  - a. drinking milk
  - b. What are mammals?
  - c. Why am I hairy?
  - d. hairy arms

What clues lead you to this main idea? (Write-On)
2. How are your hands and the hands of an ape similar? |CC|
3. Why do you think most apes like living with other apes? Support your answer. |DC|

Team Talk *continued*

4. The pictures on page 37 show you— [TF]
  - a. what trees apes plant.
  - b. how apes make their beds.
  - c. your local grocery store.
  - d. foods that apes eat.

- 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 34–37 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion **TP**

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

## Team Talk

1. Which of the following is the main idea of page 34? |MI|

- a. drinking milk
- b. *What are mammals?*
- c. Why am I hairy?
- d. hairy arms

What clues lead you to this main idea? (Write-On)

**100 points** = *One clue that leads me to this main idea is the heading. The heading asks, “Are apes mammals?” Then the page describes what makes an animal a mammal. It answers the question.* **90 points** = *One clue that leads me to this main idea is the heading. The heading asks, “Are apes mammals?”* **80 points** = *The heading asks, “Are apes mammals?”*

2. How are your hands and the hands of an ape similar? |CC|

**100 points** = *My hands and the hands of an ape are similar because I have five fingers on my hands, and so do apes. I have a thumb that helps me pick up objects with my hand, and so do apes.* **90 points** = *My hands and the hands of an ape are similar because I have five fingers on my hands, and so do apes.* **80 points** = *We both have five fingers.*

3. Why do you think most apes like living with other apes? Support your answer. |DC|

**100 points** = *I think most apes like living with other apes because then they have friends and family to help them. Apes work together and take care of one another. They can't do that if they live alone.* **90 points** = *I think most apes like living with other apes because then they have friends and family to help them.* **80 points** = *They want friends and family to help them.*

4. The pictures on page 37 show you— |TF|

- a. what trees apes plant.
- b. how apes make their beds.
- c. your local grocery store.
- d. *foods that apes eat.*

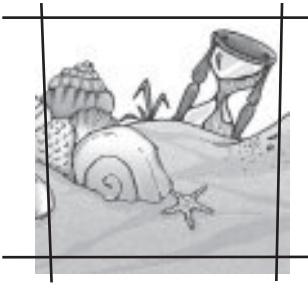
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

### Class Discussion **TP**

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



Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>	
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<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>Humans and apes both have hair on their bodies. How does the hair on your body differ from the hair on an ape’s body?</p> <p>A troop of apes usually has one strong male leader. He is like the head of the household. Who is the strongest person in your family?</p> </td> </tr> </table>	Team Talk Extenders
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Write-On Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board.</li> <li>– Award team celebration points.</li> <li>– Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.</li> </ul>	



## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

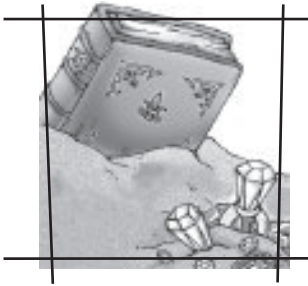
### Page 35

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

#### Team Celebration Points

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

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



## DAY 2

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

## Team Cooperation Goal

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

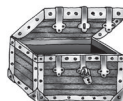
## Set the Stage



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

Vocabulary **TP**

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



- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

## Strategic Review

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

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

How is your hand like an ape's hand?

### 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 how apes are mammals. They have some things in common with humans because we are both mammals. Most apes live in big groups. They also work together and take care of other apes in their group.**

- Tell students that you will continue to record important ideas on the graphic organizer.
- Use a **Think Aloud** to remind students of the clues they can use to help them find the main idea in a section of text.



**Remember that as we read, we should ask ourselves, What is this section mainly about? To help, I'll look for key words or information in pictures and diagrams that can lead me to the main idea.**

- Read page 38 of the text aloud. Use a **Think Aloud** to model identifying the main idea of this page and the clues in the text that lead you to the main idea. Fill in the idea tree accordingly.

A Collection of Readings,  
page 38

#### **The Biggest Apes**

Gorillas are the biggest apes in the world. They live in the jungles of Africa. Some gorillas are more than six feet tall! When threatened, a gorilla will make a terrible roar and bang its long arms on the ground. The biggest, oldest male gorillas in a troop are called silverback gorillas. There is usually only one silverback gorilla in each troop.

**This page is about the biggest of the apes. I can tell because the heading tells me it is about the biggest ape. I can tell that the page will talk about gorillas because there is a picture of a gorilla on it. Gorillas are the biggest apes. I will add this main idea to my idea tree.**

- Remind students that they will identify main ideas as they read *Apes Are Great!*
- Tell students that as they read, they should look for main ideas and clues about the main ideas. Remind them to ask themselves, What is the author mainly writing about?

## 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.

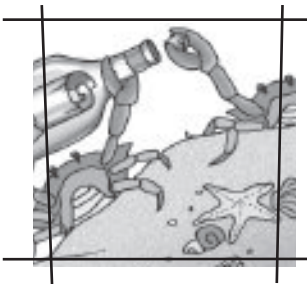
Student Edition, page S-16

### Team Talk

1. Which of the apes is the smallest? How do you know? |DC|
2. How are orangutans different from the other apes? |CC|
3. Which of the following is the main idea of page 40? |MI|
  - a. why hunters hunt apes
  - b. why apes have no enemies
  - c. how people cut down forests
  - d. how people hurt apes

What clues lead you to this main idea? (Write-On)

4. Why can apes help us learn about ourselves? |CE|
  - a. They are fascinating.
  - b. They are our closest relatives.
  - c. They live in local zoos.
  - d. They are protected and loved.



## 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 39–41 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.



### Team Discussion **TP**

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

### Team Talk

1. Which of the apes is the smallest? How do you know? |DC|

**100 points** = *Bonobos are the smallest apes. I know because the text says that bonobos are smaller than chimpanzees. Both chimpanzees and bonobos are smaller than gorillas. Orangutans are only a little smaller than gorillas, so they are probably bigger than bonobos.* **90 points** = *Bonobos are the smallest apes. I know because the text says that bonobos are smaller than chimpanzees. Both chimpanzees and bonobos are smaller than gorillas.* **80 points** = *Bonobos are smaller than chimpanzees, which are smaller than gorillas and orangutans.*

2. How are orangutans different from the other apes? |CC|

**100 points** = *Orangutans are different from the other apes because they are the only ones that live in Asia. The other apes live in Africa. They also have shaggy reddish fur instead of black or gray fur.* **90 points** = *Orangutans are different from the other apes because they are the only ones that live in Asia instead of Africa.* **80 points** = *They are the only ones in Asia.*

3. Which of the following is the main idea of page 40? |MI|

- a. why hunters hunt apes
- b. why apes have no enemies
- c. how people cut down forests
- d. how people hurt apes

What clues lead you to this main idea? (Write-On)

**100 points** = *One clue that leads me to this main idea is the heading. The heading says, “Enemies of Apes.” The page is about how humans are apes’ enemies. There is also a text box on the page that tells how few gorillas there are in the wild.* **90 points** = *One clue that leads me to this main idea is the heading. The heading says, “Enemies of Apes.” The page is about how humans are apes’ enemies.* **80 points** = *The heading says, “Enemies of Apes.”*

Team Talk *continued*

4. Why can apes help us learn about ourselves? |CE|
- a. They are fascinating.
  - b. *They are our closest relatives.*
  - c. They live in local zoos.
  - d. They are protected and loved.

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

**Class Discussion TP**



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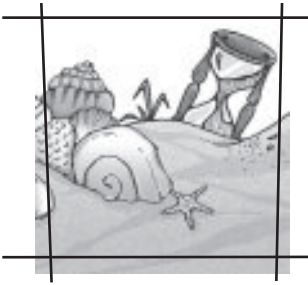
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students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

Scientists thought bonobos were just small chimpanzees. What do you think they had to do to learn more about bonobos and to realize that they were different?

Humans do the most harm to apes. How do you think humans might stop harming them?

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

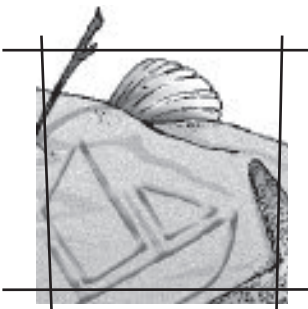
Timing Goal: 5 minutes

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

Student Edition, page S-15

### Page 40

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



## WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clue for *r*-controlled vowels.
- Display a ship's wheel, and write "pat" and "part" and "he" and "her" below it.

Blackline master provided.



pat part  
he her



- Point out the four words and that the clue is a ship's wheel, which is used to steer boats. Use **Think-Pair-Share** to have students identify what they notice about the words. Randomly select a few students to share. *An r is added to pat and he.*
- Read the words. Explain that when *r* comes just after a vowel, it usually controls, or changes, that short vowel sound.
- Tell students that Captain Read More's clue for *r*-controlled vowels is a ship's wheel because a ship's wheel is used to steer, or control, the ship just as the *r* controls the vowel sound.

- Write the words "salary," "warning," and "farther" on the board or overhead.

salary warning farther

- Draw a ship's wheel (a circle) above the *ar* in *salary*, *warning*, and *farther*. Explain that its purpose is to help students identify and remember the *r*-controlled vowels. Tell students that identifying and reading the *r*-controlled vowels can help them read difficult words.

salary warning farther

- Model reading the *r*-controlled vowel in each word and then the whole word.
- Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share. Confirm, or model, by reading Captain Read More's treasure note.

## Word Treasure

When an *r* comes after a vowel, it often controls, or changes, the vowel sound.

If you're having trouble reading these words, first read the *r*-controlled vowel, and then read the whole word.

- Tell students to look out for words from this cycle's vocabulary list that have *r*-controlled vowels in 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**

### Skill Practice

Write the words in your journal. Then draw a ship's wheel above the *r*-controlled vowels, and read each word.

1. ark     *ark*
2. tart     *tart*
3. bar     *bar*
4. tarp     *tarp*

### Building Meaning

covered	prefer	head	weaker
clever	harmed	threat	difficult

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

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

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

The clever fox tricked the dogs by hiding in a hole on the other side of the creek.

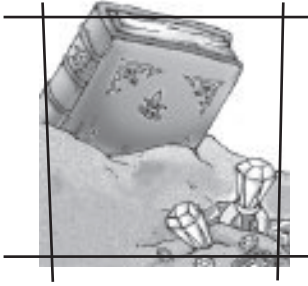


- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration 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 3

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

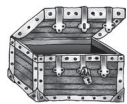
## Team Cooperation Goal

- 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.

Which ape is smaller than a chimpanzee?

### 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 more main ideas about apes. There are four apes that are called great apes. Apes are pretty safe from other animals in the forest, but humans are their biggest threat. We can also learn a lot from apes.**

- Tell students that today you will begin rereading the text you have read. Explain that rereading helps you look for details that support the main ideas you found when you read.
- 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 33 aloud. Use a **Think Aloud** to model identifying the details that support the main idea from day 1. Add the supporting details to the idea tree accordingly.



A Collection of Readings,  
page 33

#### There Are Different Apes

Apes are amazing creatures. There are many different kinds of apes. There are big apes and smaller apes. The big apes are called great apes.

Gorillas, orangutans, chimpanzees, and bonobos are all great apes. Most apes live in jungles and forests. Some live in trees. Some live on the ground.

**Remember that we said the main idea of this page is that there are different kinds of apes. Now that I've reread the page, I can identify some details that support this idea. I learned that there are two main types of apes—great apes and other apes that are smaller. I learned that the great apes are gorillas, orangutans, chimpanzees, and bonobos. I also learned that the great apes mostly live in jungles and forests. Some of them live in the trees, and some live on the ground. A text box also tells me how I can tell an ape from a monkey. Apes don't have tails, but monkeys do.**

- Remind students that as they reread *Apes Are Great!*, they will identify details that support the main ideas.

### 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.

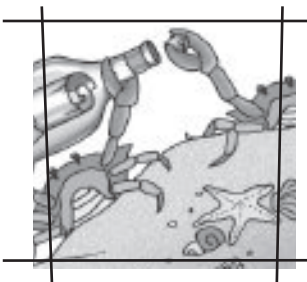
Student Edition, page S-17

### Team Talk

1. Which of the following is a detail that supports the main idea of what a mammal is? |MI|
  - a. Mammals are covered with hair.
  - b. Mammals lay eggs like birds.
  - c. Mammals do not drink milk.
  - d. Mammals have cold blood.

Tell two other details that support this main idea. (Write-On)

2. What does the text box on page 35 tell you? |TF|
  - a. how to pick up things with your toes
  - b. what the word *opposable* means
  - c. why apes are good at climbing trees
  - d. how to make the okay sign
3. How do orangutans live differently from other apes? |CC|
4. What may happen if a mother ape becomes injured or dies? |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 34–37 aloud with partners.



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

### Team Discussion **TP**

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

### Team Talk

1. Which of the following is a detail that supports the main idea of what a mammal is? |MI|
  - a. *Mammals are covered with hair.*
  - b. Mammals lay eggs like birds.
  - c. Mammals do not drink milk.
  - d. Mammals have cold blood.

Tell two other details that support this main idea. (Write-On)

**100 points** = *One detail that supports this main idea is that apes are covered with hair like other mammals. Another detail that supports the main idea is that humans are also mammals because we have hair on our bodies too.* **90 points** = *One detail that supports this main idea is that apes are covered with hair like other mammals. Humans also have hair.* **80 points** = *Apes and humans have hair.*

2. What does the text box on page 35 tell you? |TF|
  - a. how to pick up things with your toes
  - b. *what the word opposable means*
  - c. why apes are good at climbing trees
  - d. how to make the okay sign
3. How do orangutans live differently from other apes? |CC|
 

**100 points** = *Orangutans live differently from other apes because they live alone instead of in big groups. The other apes live in groups led by one ape.* **90 points** = *Orangutans live differently from other apes because they live alone instead of in big groups.* **80 points** = *They live alone instead of in groups.*

Team Talk *continued*

4. What may happen if a mother ape becomes injured or dies? [CE]
- 100 points** = *If a mother ape becomes injured or dies, another ape in the group may help her by taking care of her baby. Another ape may adopt her baby and raise it.* **90 points** = *If a mother ape becomes injured or dies, another ape in the group may help her by taking care of her baby.* **80 points** = *Another ape may take care of her baby.*

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

**Class Discussion TP**

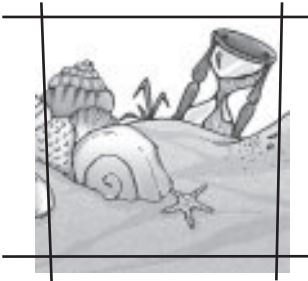


Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>
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Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Apes have opposable big toes that help their feet get a grip on things. How do you think this helps some of the great apes get around the jungle?</p> <p>Apes are called omnivores since they eat a mix of plants and meat. Would you describe yourself as a carnivore, herbivore, or omnivore? Why?</p> </td> </tr> </table> <ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>	Team Talk Extenders
Team Talk Extenders	<p>Apes have opposable big toes that help their feet get a grip on things. How do you think this helps some of the great apes get around the jungle?</p> <p>Apes are called omnivores since they eat a mix of plants and meat. Would you describe yourself as a carnivore, herbivore, or omnivore? Why?</p>	

**Write-On Discussion**

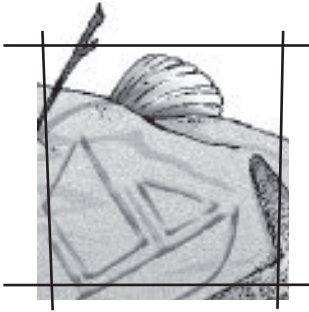
- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss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

**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-15****Page 40 or 37**

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



## WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the skill they are working on (*r*-controlled vowels).
- Point out that there is a word from this cycle's vocabulary list that has an *r*-controlled vowel in it. Write "harmed" on the board.

harmed

tps

- Use **Think-Pair-Share** to have students figure out how to read the word. Randomly select a few students to share.
- Use **Think-Pair-Share** to have students identify the *r*-controlled vowel, and draw, or place, a ship's wheel above the *ar* after students respond. Randomly select a few students to share.

harmed

- Write "covered" and "prefer" on the board. Point out to students that these are both words from their vocabulary list.

covered prefer

- Use **Think-Pair-Share** to have students identify the *r*-controlled vowels, and draw, or place, a ship's wheel above the *er* in the words after randomly selecting a few students to share responses.

covered prefer

- Use **Think-Pair-Share** to have students read the words. Randomly select a few students to share.
- Tell students to look out for other words with *r*-controlled vowels from their vocabulary list.
- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.
- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.
- Practice reading the words, one group at a time with students. Read the words at different speeds. Repeat two or three times.

- 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-18

### Skill Practice

Write the words in your journal. Then draw a ship's wheel above the *r*-controlled vowels, and read each word.

1. finger *finger*
2. artist *artist*
3. serve *serve*
4. ranger *ranger*

### Building Meaning

covered	prefer	head	weaker
clever	harmed	threat	difficult

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

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

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

Whenever Carrie comes across a difficult homework problem, she skips it and goes back to it later.

### Practice Lists

#### Group 1

arm	person	scarf
guard	barber	brother
ladder	cart	clover

#### Group 2

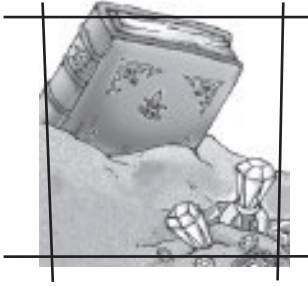
person	sing	cart
both	brother	which
scarf	goes	guard



- 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.
- Use **Random Reporter** to select students to read the word lists.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

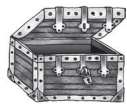
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary TP**

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

**Strategic Review**

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

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

How do apes help one another if one gets injured or dies?

### 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 learned some more details about apes after we reread. We learned that apes and humans are both mammals because we both have hair. We learned that both apes and humans can pick things up because we have opposable thumbs. We learned that most apes live in groups led by a strong male, and the groups have females and some weaker males in them too. We learned that orangutans are different because they live alone, and bonobos are different because their groups are led by females. We also learned about how apes help one another take care of babies and gather food.**

- 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 38 aloud. Use a **Think Aloud** to model identifying the details that support the main idea from day 2. Add the supporting details to the idea tree accordingly.



A Collection of Readings,  
page 38

#### The Biggest Apes

Gorillas are the biggest apes in the world. They live in the jungles of Africa. Some gorillas are more than six feet tall! When threatened, a gorilla will make a terrible roar and bang its long arms on the ground. The biggest, oldest male gorillas in a troop are called silverback gorillas. There is usually only one silverback gorilla in each troop.

**Now that I've reread this page, I can identify some supporting details for the main idea that gorillas are the biggest apes. I learned that they can be more than six feet tall. That's a big ape! I also learned that they live in the jungles of Africa. When they feel threatened, they will bang their arms on the ground and roar. The biggest and oldest male gorillas are called silverbacks because of the silvery gray hair on their backs.**

- Remind students that as they reread *Apes Are Great!*, they will identify details that support the main 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.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.
- Explain that good summaries tell the main ideas and supporting details, but leave out less important details. Provide support for summaries as necessary.

Student Edition, page S-19

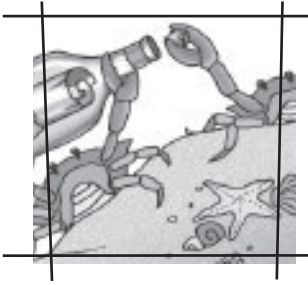
### Team Talk

1. How are chimpanzees and bonobos alike? |CC|
2. Which of the following is a detail that supports the main idea that humans hurt apes? |MI|
  - a. Other jungle animals don't hurt apes.
  - b. Mountain gorillas are the largest.
  - c. Humans cut down their forest homes.
  - d. Apes have many natural enemies.Tell two more details that support this main idea. (Write-On)
3. Where can you go to see apes close up easily? |DC|
  - a. Africa
  - b. the zoo
  - c. Asia
  - d. the jungle
4. Use the following ideas from *Apes Are Great!* to summarize the text. |SU|

Apes are like humans.

Apes work together.

Apes need our help.



# 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 39–41 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

## Team Discussion **TP**

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

### Team Talk

1. How are chimpanzees and bonobos alike? |CC|

**100 points** = *Chimpanzees and bonobos are alike because they both live in Africa. They both live in the rainforests. They are both clever and good at climbing trees.* **90 points** = *Chimpanzees and bonobos are alike because they both live in Africa. They both live in the rainforests.* **80 points** = *They both live in Africa.*

Team Talk *continued*

2. Which of the following is a detail that supports the main idea that humans hurt apes? |MI|

- a. Other jungle animals don't hurt apes.
- b. Mountain gorillas are the largest.
- c. *Humans cut down their forest homes.*
- d. Apes have many natural enemies.

Tell two more details that support this main idea. (Write-On)

**100 points** = *One detail that supports this main idea is that when humans cut down the jungles and forests, it makes it hard for apes to find places to live. Another detail is that there may only be 600 mountain gorillas left in the wild.* **90 points** = *One detail that supports this main idea is that when humans cut down the jungles and forests, it makes it hard for apes to find places to live. There may only be 600 mountain gorillas left.* **80 points** = *It's hard for gorillas to find places to live. There are only 600 mountain gorillas.*

3. Where can you go to see apes close up easily? |DC|

- a. Africa
- b. *the zoo*
- c. Asia
- d. the jungle

4. Use the following ideas from *Apes Are Great!* to summarize the text. |SU|

Apes are like humans.

Apes work together.

Apes need our help.

**100 points** = *Apes are similar to humans in many ways. They are mammals like humans. Their hands are like human hands. They are our closest relatives. Most apes live and work together in groups. They help one another find food and take care of one another's babies. Humans are a big threat to apes. Apes are losing their homes. There are few apes left in the wild. We need to learn more about apes.* **90 points** = *Apes are similar to humans in many ways. They are mammals like humans. Their hands are like human hands. Most apes live and work together in groups. Humans are a big threat to apes. Apes are losing their homes.* **80 points** = *Apes and humans are both mammals. Apes live in big groups and help one another. Humans hurt apes.*

- 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**

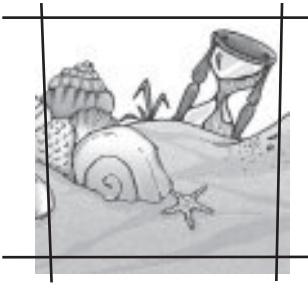
Chimpanzees, bonobos, and orangutans are good at swinging through trees. Do you know a piece of playground equipment that lets you swing by your arms? How do you think it got its name?

The text suggests that you learn more about apes. Where could you learn more about apes? Whom could you talk to about apes?

- 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**

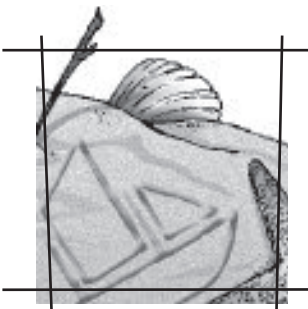
Timing Goal: 5 minutes

- 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.

Student Edition, page S-15

### Page 40, 37, or 41

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



## WORD POWER **TP**

Timing Goal: 10 minutes

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

- Remind students of the Word Power skill (*r*-controlled vowels) and the Word Treasure clue that Captain Read More uses for *r*-controlled vowels (a ship's wheel).
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

## Word Power Challenge

1. On a rainy day, there is nothing more fun than playing a tough game of checkers with my brother.
2. I like looking at the harbor and watching the sailboats move in the wind.



- Use **Random Reporter** to choose a student to read each underlined word orally and to identify the *r*-controlled vowels in each.

*checkers; harbor*

- Display the On My Own list.
- 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-19 and S-20

### Skill Practice

Write the words in your journal. Then draw a ship's wheel above the *r*-controlled vowels, and read each word.

1. article *article*
2. hunger *hunger*
3. suffer *suffer*
4. harden *harden*

### Building Meaning

covered	prefer	head	weaker
clever	harmed	threat	difficult

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

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

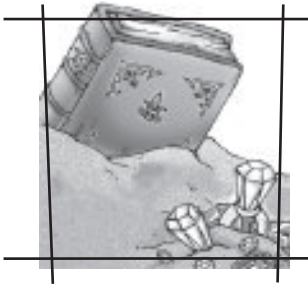
6. Choose the word that best fits in the blank.

I like chocolate cake, but I prefer eating yellow cake with strawberry frosting.

On My Own		
sing	clover	arm
both	ladder	goes
barber	which	brother

- 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.
- Use **Random Reporter** to select students to read the On My Own list.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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

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

Timing Goal: 20 minutes

**Team Cooperation Goal**

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

**Set the Stage**

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

**Today you will read about Jane Goodall. Goodall became famous by closely studying chimpanzees and discovering many new things about them.**

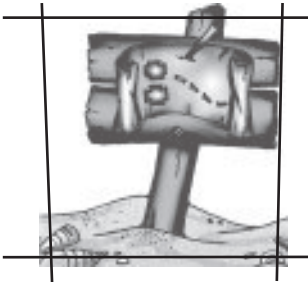
**Vocabulary TP**

- 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 #3 asks about main ideas and supporting details.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.

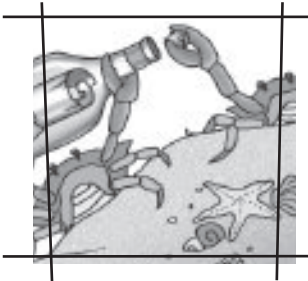




## TEST

Timing Goal: 35 minutes

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



## TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

### Team Discussion **TP**

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

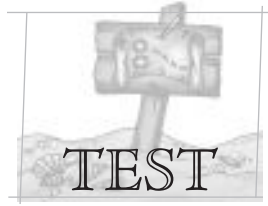


**Class Discussion TP**

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



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



## Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Jane Goodall has loved animals since she was young. She dreamed of going to Africa to learn about chimpanzees. Jane got her wish. She went to Africa and found a group of chimpanzees to study. She learned a lot from them.

Jane saw chimpanzees use tools to get food. They used sticks to get insects out of nests. This was a surprise. People thought only humans use tools. Jane still studies chimpanzees. She teaches others about them. She wants to help chimpanzees.

## 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 the text is Jane Goodall. I know this is the topic because the text tells mainly about how Jane Goodall studies chimpanzees. It tells what she learned about chimpanzees.* **15 points** = *The topic of the text is Jane Goodall. I know this is the topic because the text tells mainly about how Jane Goodall studies chimpanzees.* **10 points** = *It is about Jane Goodall.*

**30 points**

2. What is the intent of the author? |AP|
  - a. to persuade you to study chimpanzees in Africa
  - b. to show you how chimpanzees hunt for food
  - c. to inform you about what Jane Goodall has done
  - d. to entertain you with Jane Goodall's funny stories

How do you know?

**20 points** = *I know the intent of the author is to inform me about what Jane Goodall has done because the text tells me about what she has done. She went to Africa to study chimpanzees. She learned new things about chimpanzees. She teaches others about chimpanzees.* **15 points** = *I know the intent of the author is to inform me about what Jane Goodall has done because the text tells me about what she has done. She went to Africa to study chimpanzees.* **10 points** = *It tells about how she went to Africa to study chimpanzees.*

20 points

3. What is the main idea of the second paragraph in the passage? Support your answer. |MI|

**20 points** = *The main idea of the second paragraph in the passage is that Jane discovered that chimpanzees use tools. They use sticks to get insects from nests. She discovered something new that surprised people. She keeps teaching people about chimpanzees.* **15 points** = *The main idea of the second paragraph in the passage is that Jane discovered that chimpanzees use tools. They use sticks to get insects from nests.* **10 points** = *She discovered that chimpanzees use tools to get food.*

20 points

4. Use the following ideas to summarize the passage about Jane Goodall. |SU|

Jane Goodall loves animals.

Jane went to Africa.

Jane helps chimpanzees.

**20 points** = *Jane Goodall loves animals and wanted to study them. She went to Africa to study chimpanzees and learned new things about them. She teaches other people about chimpanzees. She wants to help chimpanzees.* **15 points** = *Jane Goodall loves animals and wanted to study chimpanzees. She learned new things about them. She teaches others about them.* **10 points** = *She loves animals and studies chimpanzees. She teaches people new things about them.*

## 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 the words. Then draw a ship's wheel above the *r*-controlled vowels.

5 points      1. department    *department*

5 points      2. stranger    *stranger*

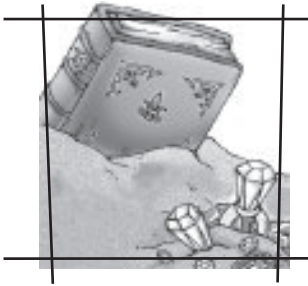
5 points      3. toward    *toward*

5 points      4. service    *service*

**Building Meaning**

covered	prefer	head	weaker
clever	harmed	threat	difficult

- 10 points**      5. Write a meaningful sentence for the word *weaker*.  
**10 points** = *Harrison was weaker than his brother Joel, so he wasn't able to carry as many heavy boxes into their new home.* **5 points** = *Harrison was weaker than his brother Joel, so he wasn't able to carry as many heavy boxes.*  
**1 point** = *Harrison was weaker than his big brother Joel.*
- 10 points**      6. Lucky for Nina, her mother's favorite dish wasn't harmed when Nina set it down roughly on the table.
- 10 points**      7. Since we live with my grandmother, she is the head of the family. *Head* means—  
a. follower.  
b. player.  
c. caller.  
d. leader.
- 10 points**      8. Rabbits are the biggest threat to the carrots in my garden this year.
- 10 points**      9. Sam covered his face in stage makeup so he would look more like a cat. *Covered* means—  
a. cleaned.  
b. coated.  
c. removed.  
d. revealed.
- 10 points**      10. Choosing new shoes was a difficult decision, but I think I chose the best pair I could get.
- 10 points**      11. The clever crow waited for the woman to turn her head before he snatched a piece of bread from her sandwich. *Clever* means—  
a. embarrassed.  
b. silly.  
c. smart.  
d. troublesome.
- 10 points**      12. I would prefer to play miniature golf, but since it looks like rain, we'll see a movie instead.

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

Timing Goal: 25 minutes

**Set the Stage**

- Introduce the writing goal.

**Today you will write a persuasive paragraph about saving apes. You learned that humans are the biggest threat to apes. Humans hurt apes by hunting them and by cutting down their forest homes. What can you tell someone about apes to persuade them that apes need protection?**

**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**

**Imagine that you really want to go to the movies on Saturday, but your friend is not sure he wants to go. You have to convince him that going to the movies is a good idea. When you convince people to do something you want, you persuade them. You have to give them good reasons why what you want to do is a good idea.**

- Ask students if they have ever had to persuade a friend or family member to do something. Have volunteers share what they persuaded their friend or family member to do.
- Display the following persuasive paragraph. Read the paragraph aloud to students.

Blackline master provided.

We should go to the movies on Saturday for a lot of reasons. First, the movie theater will be cool and comfortable. The weather has been hot and humid all week. We do not have air conditioning at our houses. The movie theater is a good way to keep cool for a few hours. Second, the movies are not expensive. They have special tickets on Saturdays, so the movie would only cost one dollar. That is a very good price to see a movie. Finally, the weather looks bad on Saturday. I know you want to go swimming, but we cannot swim during a thunderstorm. It might be hot enough to swim, but it would be dangerous. We will be safe in the movie theater. These are some good reasons to go to the movies on Saturday.



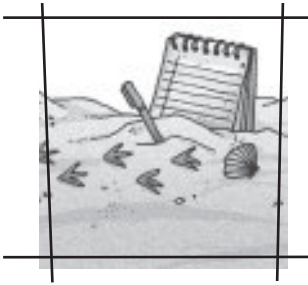
- Ask students if they would want to go to the movies after reading this paragraph.
- Use **Team Huddle** to have students tell what reasons the author gives to persuade his or her friend that going to the movies is a good idea. Use **Random Reporter** to select students to share. *The movie theater is air conditioned, so it will feel good to sit there for a few hours. The movies are cheap on Saturday. They only cost one dollar. There will be thunderstorms on Saturday, so they cannot swim or play outside.*
- Tell students that good reasons are important to writing persuasively.

**The author of this paragraph gave a lot of good reasons to go to the movies. It is hard to argue with someone who provides good reasons. If the author's friend was not sure about going to the movies before, he probably is not now. If you want to persuade someone, you have to provide good reasons. You cannot just say, "It is a good idea!" or "It will be fun!" You have to tell why it is a good idea or why it is fun. If you can provide good reasons, someone is more likely to listen to you.**

- Point out to students that writing persuasively requires them to use facts and opinions.

**When you write persuasively, you use facts and opinions. Remember, a fact is something you can prove. An opinion is something you believe. You are writing your opinion, and providing facts to support it. What opinion does the author of the sample paragraph have? *Going to the movies is a good idea.* Right. This is what the author believes. Not everyone may agree with him or her. This is why the author has to provide facts. What facts does the author provide? *The movie theater is cool from the air conditioning. The movie tickets are not expensive. It will thunder storm on Saturday.* Right. These are facts. The author can prove them to his or her friend. The friend can look up this information himself. Knowing these facts will help persuade the author's friend to agree with the author.**

- Tell students that they will write a persuasive paragraph about saving the apes.



# ADVENTURES IN WRITING

Timing Goal: 65 minutes

## Planning

- Introduce the activity.

**Remember that today you will write a persuasive paragraph about why humans should make an effort to save apes.**



- 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-20

### Writing Prompt

Humans are the biggest threat to apes. Hunters harm apes, and people cut down their forests. Write a persuasive paragraph that tells why humans should work hard to save apes. Begin your paragraph with an opening sentence that states your opinion. Give at least two reasons why we should protect apes. Use your text to provide facts that support your opinion. Tell at least one thing you think humans could do to save apes. End your paragraph with a sentence that restates the main idea. Remember to write your ideas in complete sentences.

### Scoring Guide

You wrote a persuasive paragraph about protecting apes.	<b>25 points</b>
You begin your paragraph with an opening sentence that states your opinion.	<b>15 points</b>
You give at least two reasons we should protect apes, using facts from the text.	<b>15 points each (30 points maximum)</b>
You tell at least one thing humans could do to save the apes.	<b>15 points</b>
You end your paragraph with a sentence that restates the main idea.	<b>10 points</b>
The paragraph is written in complete sentences.	<b>5 points</b>

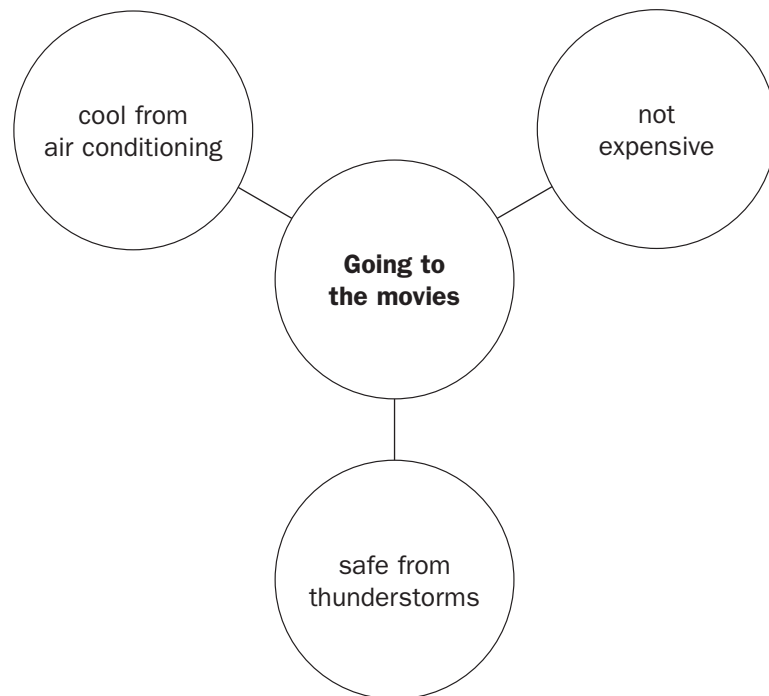
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.



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

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

### **Sample Graphic Organizer**



### **Drafting**

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- Discuss writing opening and closing sentences with students.

**You will write opening and closing sentences for your persuasive paragraph. Opening sentences are very important. They let the reader know right away what the main idea is of your paragraph. A closing sentence shows that you are done making your arguments. It should just restate your opening sentence. Let's look at some sample opening sentences.**

- Display the following list of sample opening sentences.

Blackline master provided.

I think it is important to help save apes because they are like humans.  
 Apes are beautiful creatures.  
 I want to save apes because we can learn a lot from them.  
 Apes are just like us.



- Use **Team Huddle** to have students tell whether the opening sentences tell the author's opinion and the main idea. Use **Random Reporter** to select students to share.

**A good opening sentence for a persuasive paragraph should tell the author's opinion and main idea of the paragraph. Your persuasive paragraphs are about why we should save apes. How does the first example do this? It says the author thinks it is important to save apes because they are like humans. Right. We know what the author thinks about apes, and we also know the main idea. We will learn how apes are like humans. Does the second paragraph tell the author's opinion and main idea? No. It is just a statement. It does not say we should save apes because they are beautiful. It just says they are beautiful. Great! The author may think we should save apes because they are beautiful, but they could write a better sentence. They could say, "I think we should save apes because they are beautiful creatures." Is the third example a good opening sentence? Yes. It says we should save them because we can learn from them. Good. Is the last example a good opening sentence? No. It is similar to the first example, but it is just a statement. It does not say we should save them. Good work!**

- Remind students that their closing sentence should restate the main idea from the opening sentence. Use **Random Reporter** to ask students for possible closing sentences for the example opening sentence. *Possible response: Apes are interesting and should be saved so we can learn more about them.*
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

## Sharing, Responding, and Revising

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

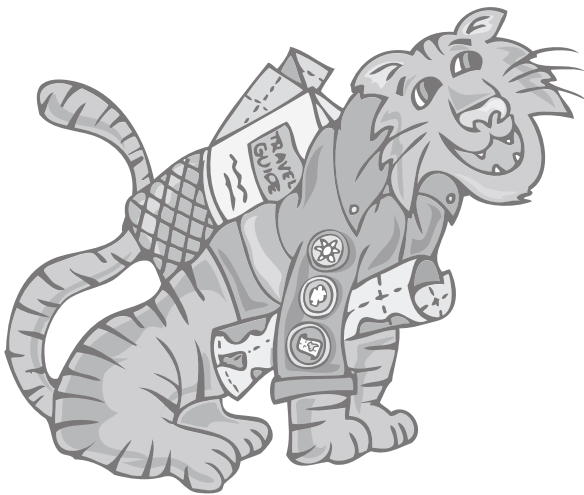
## Editing

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

## Rewriting

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

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



T-Chart

Title: \_\_\_\_\_

Sequence Chain

Title: \_\_\_\_\_

Idea Tree

Title: \_\_\_\_\_

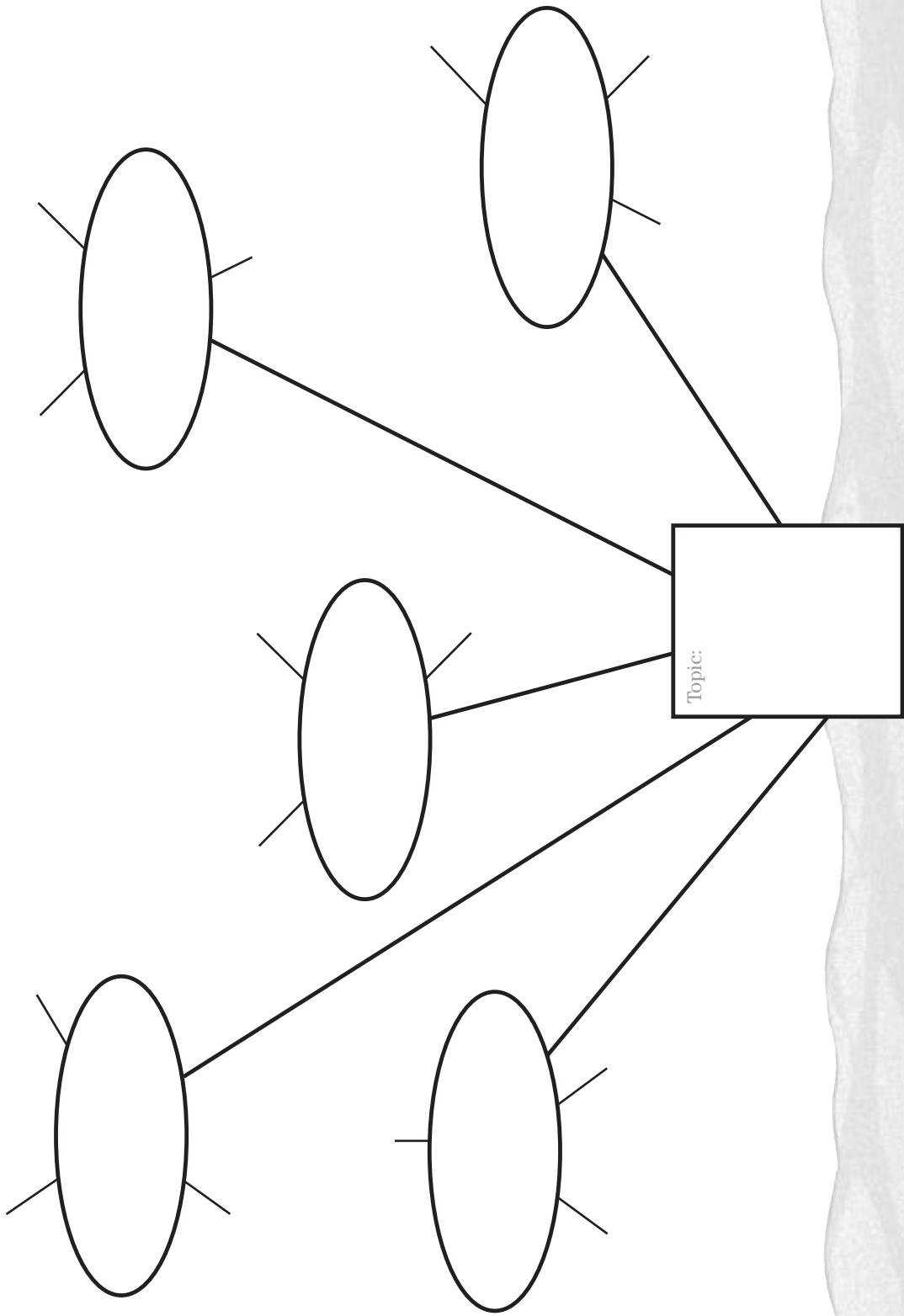
Venn Diagram

Title: \_\_\_\_\_



Title:

Idea Tree





We should go to the movies on Saturday for a lot of reasons. First, the movie theater will be cool and comfortable. The weather has been hot and humid all week. We do not have air conditioning at our houses. The movie theater is a good way to keep cool for a few hours. Second, the movies are not expensive. They have special tickets on Saturdays, so the movie would only cost one dollar. That is a very good price to see a movie. Finally, the weather looks bad on Saturday. I know you want to go swimming, but we cannot swim during a thunderstorm. It might be hot enough to swim, but it would be dangerous. We will be safe in the movie theater. These are some good reasons to go to the movies on Saturday.



I think it is important to help save apes because they are like humans.

Apes are beautiful creatures.

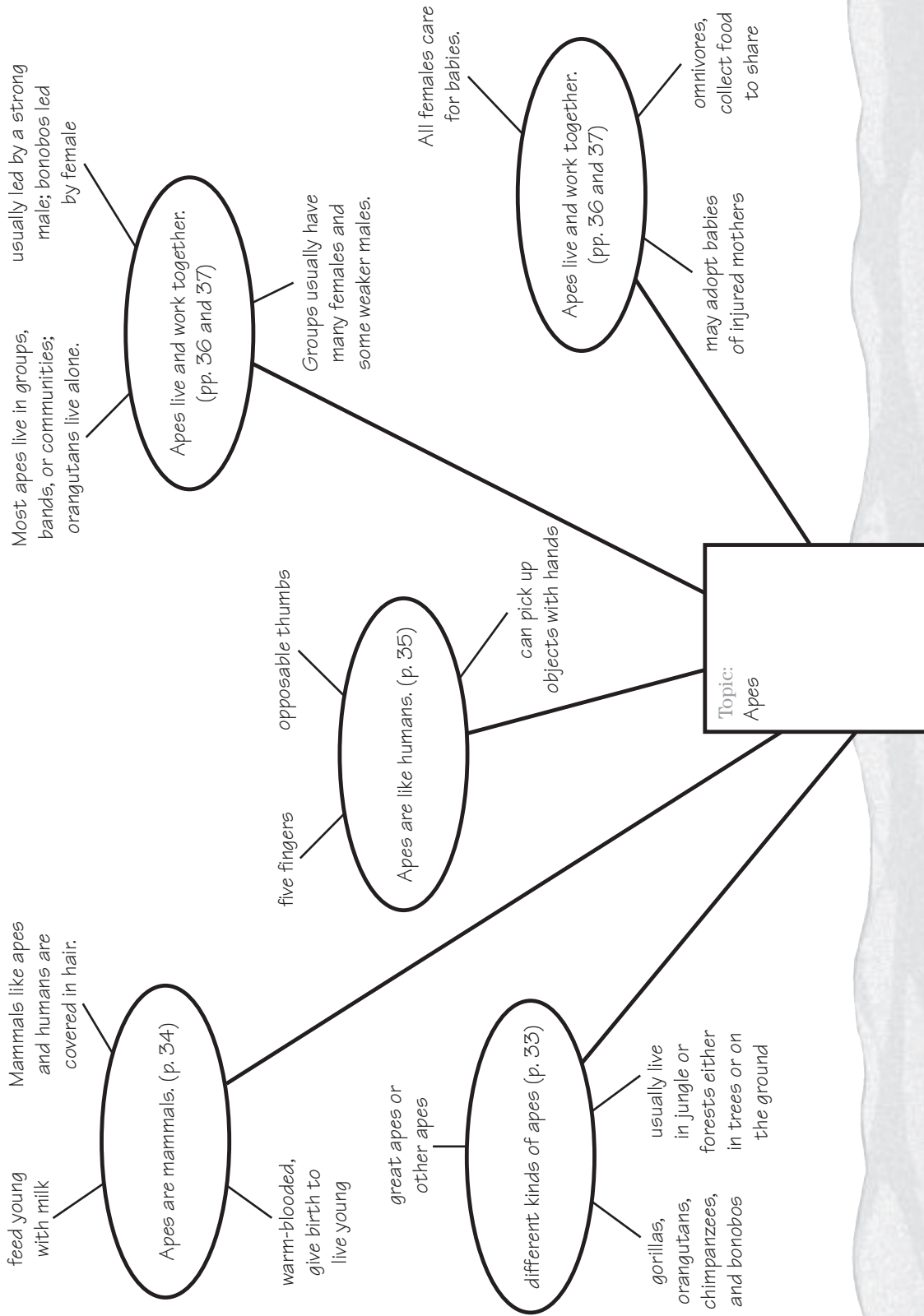
I want to save apes because we can learn a lot from them.

Apes are just like us.



**Title:** Apes Are Great!

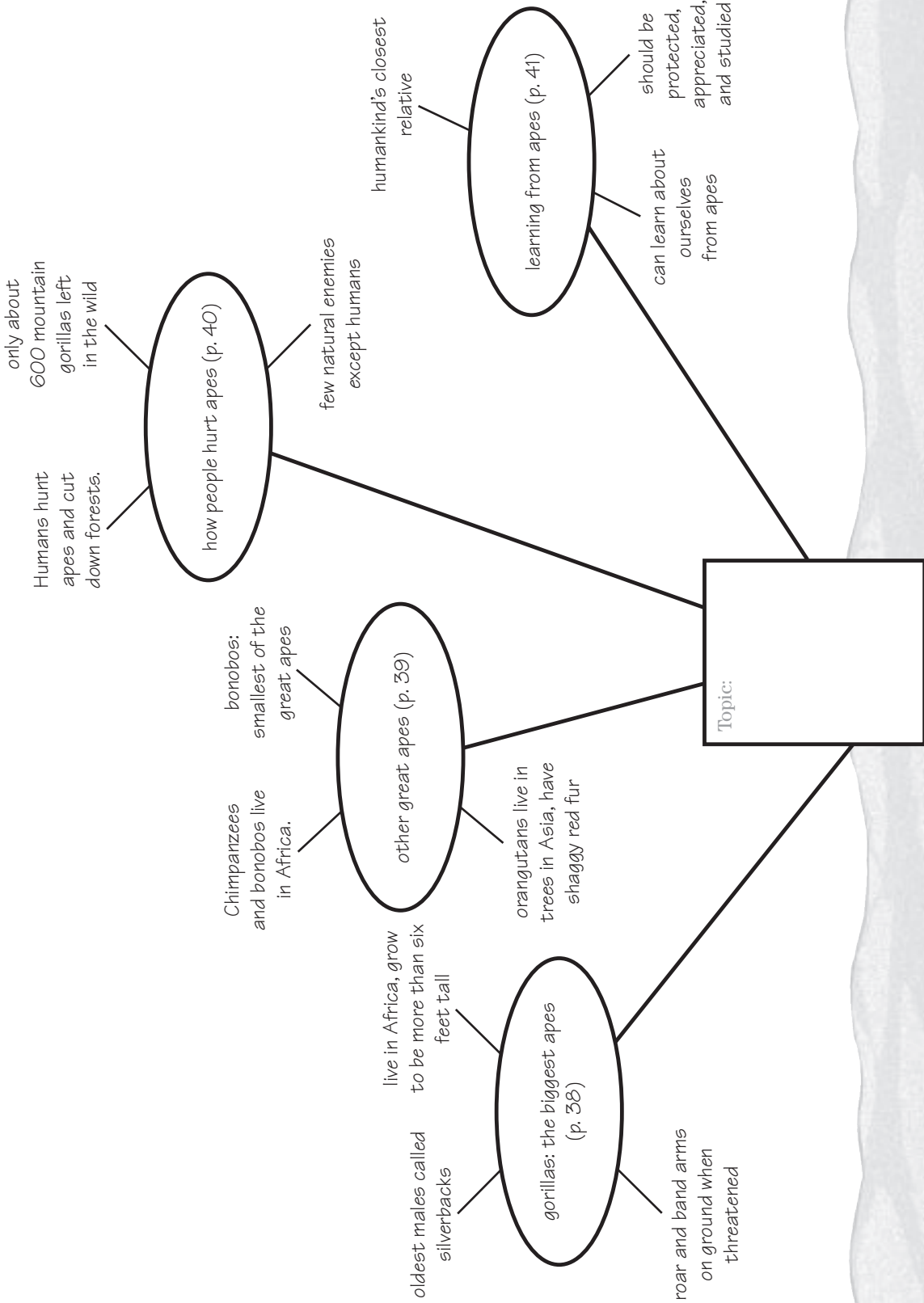
# Idea Tree





Title: Apes Are Great!, cont.

# Idea Tree



## Common Core State Standards

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

<b>LEVEL 2 / <i>Apes Are Great!</i></b>
<p><b>English Language Arts Standards: <i>Reading: Informational</i></b></p> <p><b>Key Ideas and Details</b></p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>
<p><b>English Language Arts Standards: <i>Reading: Foundational Skills</i></b></p> <p><b>Phonics and Word Recognition</b></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p><b>English Language Arts Standards: <i>Writing</i></b></p> <p><b>Text Types and Purposes</b></p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>

**INFORMATIONAL** (6 DAY)

# All About Reptiles

Written by Darnell Parker

Illustration by James Bravo

*The Savvy Reader—Clarifying, A Collection of Readings*, pages 43–63

Success for All Foundation, 2011

## Summary

From snakes to lizards to crocodiles, this book explores some of the major reptiles in the world and explains that, although a few are dangerous, many reptiles are harmless and even helpful.

## Instructional Objectives

	Reading	Word Power	Writing
<b>CYCLE 1</b>	<b>Clarifying (CL)</b>	<b>Chunking</b>	<b>Write information for a safety poster.</b>
	Students will learn to stop when they cannot pronounce a word or do not know what it means, to use strategies to figure out the word, and to ask for help if their strategies do not work.	Students will chunk words into word parts (syllables) to help them read words.	Students will use their texts to create posters about how to stay safe from dangerous snakes.
<b>CYCLE 2</b>	<b>Clarifying (CL)</b>	<b>Compound words</b>	<b>Write an informative paragraph.</b>
	Students will use strategies such as rereading, sounding out words, and looking for clues to help them clarify words in the text.	Students will break compound words into their component words to help them read difficult words.	Students will write informative paragraphs about an interesting or exotic pet they would like to own.

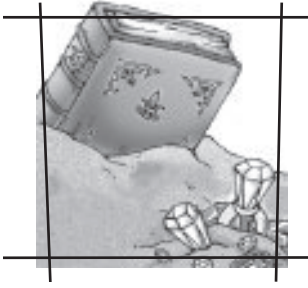


**CYCLE 1****Instructional Objectives**

	Reading	Word Power	Writing
	<b>Clarifying (CL)</b>	<b>Chunking</b>	<b>Write information for a safety poster.</b>
<b>CYCLE 1</b>	Students will learn to stop when they cannot pronounce a word or do not know what it means, to use strategies to figure out the word, and to ask for help if their strategies do not work.	Students will chunk words into word parts (syllables) to help them read words.	Students will use their texts to create posters about how to stay safe from dangerous snakes.





**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 read *All About Reptiles* by Darnell Parker. As we read, we'll stop when we come to words that we cannot pronounce or do not understand. We will try to figure out these words. Good readers make sure they clarify difficult words to understand what the story is about.**

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

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



**I know that when we read informational texts, we use TIGRRS to help us understand the text better. I remember the first step of TIGRRS is to identify the topic of the text. I know the topic of the text is what the text is about. To identify the topic, I will look at the front cover. Then I will flip through the text to see the pictures and headings and see if I can tell what the topic is. Look at the front cover. Page through the text. Point out any text features that are important. Based on what I've found, I know that the topic of the text is reptiles.**

- Use the items below to build or activate background knowledge about the topic.
  - Use **Think-Pair-Share** to have students discuss a time when they saw a snake or lizard. Point out that students should think about trips to the zoo, something they saw on television, or areas around their homes. Randomly select a few students to share.
  - Use **Think-Pair-Share** to have students discuss whether they would like to pet or touch a snake or lizard. Ask students what they think snakes or lizards feel like. Randomly select a few students to share.
  - Share a few important or interesting facts about reptiles. For example, there are more than 8,000 species of reptiles, and they live on every continent except Antarctica. A snake's skull is very flexible and can stretch to allow the snake to swallow food more than twice its own size. Snakes and reptiles do not have slimy skin, but feel cool and dry instead.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.



**The first step in TIGRRS is to identify the topic of the text, which I have done. I remember that the second step in TIGRRS is the intent of the author. That means I need to identify why the author wrote the book. When I looked through the book a few minutes ago, I saw a lot of pictures and information about different kinds of reptiles. I think the author's intent was to inform the reader about a lot of different reptiles.**

- 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.

The next step of TIGRRS is to choose a graphic organizer to use to make notes from text. To choose an organizer, I'll look through the book. Let's see. I see headings and sections about specific kinds of reptiles. This means the text has a lot of ideas and supporting details. I think we will use an idea tree while reading this text. Display an idea tree. This is an idea tree. I will use an idea tree as I read to write down the most important information in the book. I know that the section of the idea tree that says, "Topic," is where I will write the topic of the text. We will write the main ideas of the text in the circles on the idea tree. Along the small lines that are attached to the circles, I will write details that support the main ideas. When we are finished reading the book, we will be able to look back at our idea trees and see the most important information that we learned throughout the text.

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

**Vocabulary TP**

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



Student Edition, page S-21  
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>cozy</b> page 46	chunk: co-zy	comfortable	The soft and warm quilt makes my bed very <i>cozy</i> on a cold night.
<b>certain</b> page 46	chunk: cer-tain	sure	I was so <i>certain</i> I knew the answer that I was surprised when I got it wrong.
<b>warmth</b> page 48	blend	heat	I like the <i>warmth</i> of a nice bath instead of a cold shower.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>nearby</b> page 48	compound word: near + by	close	I smelled horses and hay, so I knew a ranch was <i>nearby</i> .
<b>terrible</b> page 49	chunk: ter-ri-ble	very bad	The <i>terrible</i> thunderstorm made my dog hide under the bed the whole night.
<b>hatch</b> page 51	blend	be born, especially from an egg	It was an exciting day in our classroom when we watched the baby chicks <i>hatch</i> .
<b>harmless</b> page 53	chunk: harm-less	not dangerous	The <i>harmless</i> dog never so much as growled at anyone.
<b>causing</b> page 54	base word + ending: caus(e) + ing	creating	To stop her brother from <i>causing</i> problems, Joni decided to read him his favorite story.

### Using the Targeted Skill (Introduction and Definition)

- Introduce the skill, clarifying, by asking students to think of a time they had trouble reading something. Have students turn to their partners and tell what the problem was. *Possible answers include: not understanding what a word meant, a word not making sense, or not knowing how to say a word.*
- Explain to students that when they do not understand something they read, they need to stop and try to figure it out with strategies, such as sounding out words, rereading, reading ahead, and using background knowledge.
- Display the following passage.

Blackline master provided.

#### Passage 1

Spiders spin webs to catch insects to eat.

- Read the passage aloud to students. Mispronounce the word *spin* as *spine*. Model clarifying the word so the sentence makes sense.

**Wait a minute. Spiders spine webs? That doesn't make any sense. Let me reread that sentence and sound out *spine* again.** Reread the sentence, sounding out *spin* correctly. **OK. Now I understand. Spiders spin webs; they don't spine webs. Now the sentence makes sense.**

- Explain to students that what you just did is called clarifying. Tell students that sometimes we need to clarify words so what we read makes sense.

- Display the second passage.

Blackline master provided.

### Passage 2

Tigers hide in tall grass and then pounce on their prey. Usually, the animals don't see or hear them coming.

- Read the passage aloud. Prompt students to help clarify the meaning of the word *prey*.

**I'm not sure I know what the word *prey* means. Let me reread that sentence.** Reread the first sentence. **OK. I said the word correctly, but I still don't know what it means. Does anyone know what that word means?** Wait for students' responses. **OK. The word *prey* means animals that are hunted. Are there any clues in the sentence that help us know the meaning?** Wait for students' responses. **That's right. We know that tigers eat other animals. Plus, the second sentence tells us that the animals usually don't see the tigers coming before the tigers pounce. So the clues in the passage show that *prey* means animals that are hunted.**

- Explain to students that they can use the strategies they know to clarify words they do not understand. Also explain that if their strategies do not work, they can always ask for help.
- Tell students that they will practice clarifying words as they read *All About Reptiles*.

### 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 the first two sentences on page 45 aloud. Mispronounce the word *animal* in the second sentence. Use a **Think Aloud** to model clarifying the word.

A Collection of Readings,  
page 45

#### Introduction: What is a Reptile?

What is a reptile? A reptile is a kind of animal.

Read the first two sentences. **“What is a reptile? A reptile is a kind of animal (say *aminal*). Wait a minute. That doesn't make any sense. What's an animal? Let me reread that sentence to see if I can clarify that word. Reread the sentence. A reptile is a kind of animal.”** OK. **That makes sense. I said the word incorrectly the first time, so it didn't make sense. Now that I have clarified the word, it makes sense.**

- Reread the rest of page 45 aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as needed.

A Collection of Readings,  
page 45

Reptiles are cold-blooded. That means they can't warm themselves. We are warm-blooded. We can warm ourselves. We are mammals. Reptiles also lay eggs. Most do not give birth to live babies. Mammals do. Reptiles usually have rough, scaly, or thick skin. Snakes are reptiles. Lizards are reptiles. Crocodiles and alligators are reptiles. Dinosaurs were reptiles. But there are no more dinosaurs. We will learn about some reptiles. First, we will learn about snakes. Then, we will learn about lizards and other larger reptiles.

**Reptiles are cold-blooded. That means they can't warm themselves. We're warm-blooded. We can warm ourselves. We're mammals. Reptiles also lay eggs. They don't give birth to live babies. Mammals do. Reptiles usually have rough, scaly, or thick skin. Snakes are reptiles. Lizards are reptiles. Crocodiles and alligators are reptiles. Dinosaurs were reptiles. But there are no more dinosaurs. Let's learn about some reptiles. First we'll learn about snakes. Then we'll learn about lizards and other larger reptiles.**

- Summarize the main ideas from your reading, and write these on the idea tree.
- Tell students that they will clarify words as they read *All About Reptiles*.

### Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-22

### Team Talk

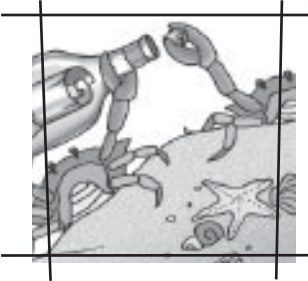
1. Which of these words means about the same as the word *types* on page 46? |CL|
  - a. moves
  - b. kinds
  - c. snakes
  - d. reptiles

Tell how you figured this out. (Write-On)

**Team Talk** *continued*

2. Look at the picture of the water moccasin on page 47. Why might these snakes be called cottonmouths? |TF • DC|
  - a. Their mouths are fluffy like cotton.
  - b. Their fangs are soft like cotton.
  - c. Their mouths are white like cotton.
  - d. Their favorite food is cotton.
3. What is the main idea of page 48? What clues help you figure this out? |MI|
4. Why do people in Africa stay away from black mamba snakes? |CE|

- 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 46–49 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion** **TP**

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



## Team Talk

1. Which of these words means about the same as the word *types* on page 46? |CL|
  - a. moves
  - b. kinds
  - c. snakes
  - d. reptiles

Tell how you figured this out. (Write-On)

**100 points** = *I figured this out because the text says there are two types of snakes. Some have venom, but others don't. These are different kinds of snakes. That means there are two kinds of snakes.* **90 points** = *I figured this out because the text says there are two types of snakes. Some have venom, but others don't. These are different kinds of snakes.* **80 points** = *The text tells me about two different kinds of snakes.*

2. Look at the picture of the water moccasin on page 47. Why might these snakes be called cottonmouths? |TF • DC|
  - a. Their mouths are fluffy like cotton.
  - b. Their fangs are soft like cotton.
  - c. Their mouths are white like cotton.
  - d. Their favorite food is cotton.

3. What is the main idea of page 48? What clues help you figure this out? |MI|

**100 points** = *The main idea of page 48 is rattlesnakes. One clue that helps me figure this out is the heading. It has the word rattlesnake in it. Another clue is the drawing of a tail with rattles on it. Another clue is the text box that tells me how to identify a rattlesnake.* **90 points** = *The main idea of page 48 is rattlesnakes. One clue that helps me figure this out is the heading. It has the word rattlesnake in it.* **80 points** = *The heading has the word rattlesnake in it.*

4. Why do people in Africa stay away from black mamba snakes? |CE|

**100 points** = *People in Africa stay away from black mamba snakes because they are very venomous. They are one of the most dangerous snakes in the world. The people tell stories about how the snake is a monster.*

**90 points** = *People in Africa stay away from black mamba snakes because they are very venomous. They are one of the most dangerous snakes in the world.* **80 points** = *They are very venomous snakes.*

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

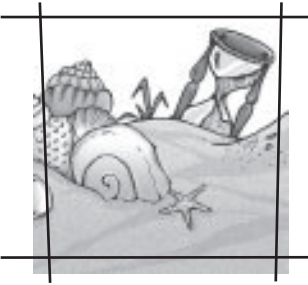


### Class Discussion **TP**

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



Strategy-Use Discussion	<ul style="list-style-type: none"> <li>– Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>– Award team celebration points.</li> </ul>	
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<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>Many people think snakes are scary because they slither on the ground. Do you think snakes are scary? Why or why not?</p> <p>Some people hurt venomous snakes, even when the snakes aren’t hurting them, just because the people are afraid of the snakes. Do you think this is fair? Why or why not?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Many people think snakes are scary because they slither on the ground. Do you think snakes are scary? Why or why not?</p> <p>Some people hurt venomous snakes, even when the snakes aren’t hurting them, just because the people are afraid of the snakes. Do you think this is fair? Why or why not?</p>	
Write-On Discussion	<ul style="list-style-type: none"> <li>– Award team celebration points.</li> <li>– Use <b>Random Reporter</b> to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board.</li> <li>– Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.</li> </ul>	



# FLUENCY IN FIVE **TP**

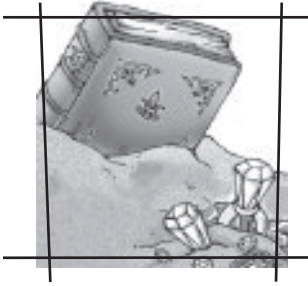
Timing Goal: 5 minutes

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

**Page 47 (paragraphs 1 and 2)**

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

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

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

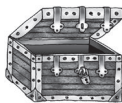
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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



- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students’ words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

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

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

Where does the nickname cottonmouth come from?

### Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

**Yesterday we read about a few venomous snakes that live in the United States and Africa. Venomous snakes can hurt you with poison if they bite you. Water moccasins and rattlesnakes live in the United States. Black mambas live in Africa.**

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read the first paragraph on page 50 aloud. Mispronounce the word *dangerous* in the second sentence. Use a **Think Aloud** to model clarifying the word.



A Collection of Readings,  
page 50

#### The King Cobra

In Asia you will find the king cobra. King cobras are dangerous. They are about thirteen feet long. Some can grow to twenty feet. King cobras are not all the same color. Some are brown. Some are black. Some are even yellow. Some have white stripes.

**“King cobras are dangerous.”** Pronounce *dangerous* as *dangerose*. **That doesn't make sense. I don't know the word *dangerose*. Let me look at it again.** Reread the sentence. **“King cobras are dangerous.” That makes more sense. I was saying the word *dangerous* wrong. Rereading the sentence and word helped me figure out what it really meant. Now I can keep reading.**

- Read the rest of page 50 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,  
page 50

King cobras have loose skin on their necks. This skin stretches out when the snake is angry or afraid. It is called a hood. King cobras are one of the few snakes that make nests for their eggs. A female cobra may lay twenty to fifty eggs in her nest. She will guard them fiercely.

Have you ever seen a snake charmer put a cobra in a trance with his flute? It is all just a trick! A king cobra cannot hear the flute playing. It is just following the movements of the snake charmer.

- Summarize the main ideas from your reading, and write these on the idea tree.
- Remind students that they will clarify words as they read *All About Reptiles*.

### 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.

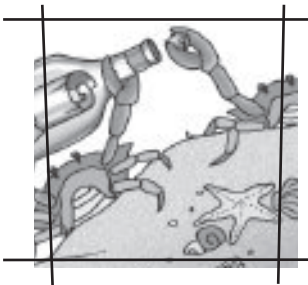
Student Edition, page S-23

### Team Talk

1. Which of the following means about the same as the word *constrictors* on page 51? |CL|
  - a. snake that bites
  - b. snake that swallows
  - c. snake that squeezes
  - d. snake that sways

Tell how you figured this out. (Write-On)

2. How are boa constrictors different from anacondas? |CC|
3. What is the main idea of page 52? What clues help you figure this out? |MI|
4. Why should you leave garter snakes alone? |CE|
  - a. They aren't causing any harm.
  - b. They are very venomous.
  - c. They are the largest snakes.
  - d. They aren't very friendly to people.



## 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 51–54 aloud with partners.**

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

**Team Discussion TP**

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

**Team Talk**

1. Which of the following means about the same as the word *constrictors* on page 51? |CL|

- a. snake that bites
- b. snake that swallows
- c. *snake that squeezes*
- d. snake that sways

Tell how you figured this out. (Write-On)

**100 points** = *I figured this out by reading ahead. The text says that constrictors squeeze the breath out of smaller animals. They are not like snakes that bite. They are snakes that squeeze.* **90 points** = *I figured this out by reading ahead. The text says that constrictors squeeze the breath out of smaller animals.* **80 points** = *The text says they squeeze smaller animals.*

2. How are boa constrictors different from anacondas? |CC|

**100 points** = *Boa constrictors are different from anacondas because they are smaller. Boa constrictors grow to be more than twenty feet long. Anacondas can grow more than twenty-nine feet long and can weigh more than 550 pounds.* **90 points** = *Boa constrictors are different from anacondas because they are smaller. Boa constrictors grow to be more than twenty feet long while anacondas grow longer than twenty-nine feet.* **80 points** = *Boa constrictors do not grow as long.*

3. What is the main idea of page 52? What clues help you figure this out? |MI|

**100 points** = *The main idea of page 52 is pythons. One clue that helps me figure this out is the heading. The heading has the word python in it. Another clue is the picture of a python on the page. The text box also tells about pythons.* **90 points** = *The main idea of page 52 is pythons. One clue that helps me figure this out is the text box that tells about pythons.* **80 points** = *There is a text box that tells about pythons.*

**Team Talk** *continued*

4. Why should you leave garter snakes alone? ICEI
- a. *They aren't causing any harm.*
  - b. They are very venomous.
  - c. They are the largest snakes.
  - d. They aren't very friendly to people.

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

**Class Discussion** **TP**



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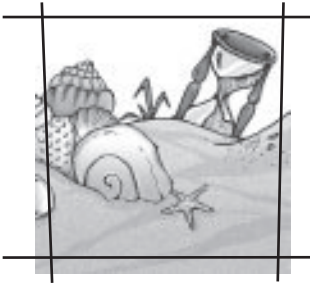
Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students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

Some people keep dangerous snakes as pets. Do you think you would want a dangerous snake as pet? Why or why not?

Garter snakes are harmless compared with the other snakes you read about. Why might people still fear them?

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

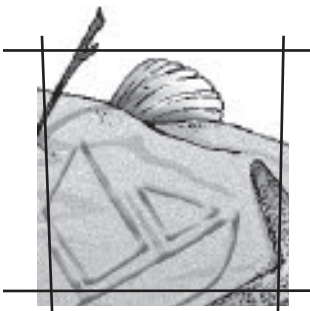
Timing Goal: 5 minutes

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

Student Edition, page S-21

### Page 51 (paragraph 1)

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



## WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clue for chunking.
- Display a boat without sails, and write “human” on the bottom of the boat.

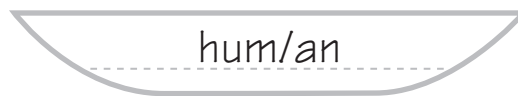
Blackline master provided.







- Use **Think-Pair-Share** to have students tell what is different about the boat. Randomly select a few students to share. *It doesn't have sails.*
- Explain that the boat doesn't have sails because this word doesn't have a base word and ending. When a word is too long to blend and doesn't have a base word and an ending, Captain Read More uses paddles to chunk the word into smaller parts, or syllables. It helps to read the smaller parts first and then the whole word.
- Explain that there are many ways to chunk a word, but there are some patterns that appear in a lot of words. Chunk *human* after the *m*, and try to read the word parts and then the whole word. Point out that this doesn't sound like a word you know.



- Model chunking *human* correctly between the *u* and *m*.



- Read the word parts and then the whole word. Pronounce the *hu* chunk with a short /u/ sound. Point out that it is still not a word you recognize. Explain that sometimes vowels have more than one sound. Captain Read More says to use a vowel wrench to change the vowel sound if your first sound doesn't work.



- Read the word parts, and pronounce the *hu* chunk with a long /u/ sound. Tell students that now you recognize the word as *human*.
- Repeat this activity with the word *motion*.
- Use **Think-Pair-Share** to have students tell what they notice about where you put the paddles when you chunked the words. Randomly select a few students to share. *You chunked the words after the first vowel.*
- Confirm, or explain, that for many words, dividing the word after the first vowel is a good way to chunk it. This splits the word into two word parts, or syllables. When you read the syllables first and then the whole word, it makes the word easy to read.

- Share the Word Treasure by reading Captain Read More’s treasure note.

<h2 style="margin: 0;">Word Treasure</h2>	<p>When we come to a word that we can’t read, we can break it into smaller chunks, read the small chunks, and then read the whole word.</p>
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- Tell students to look out for a word from this cycle’s vocabulary list that they can chunk by splitting it after the first vowel.
- 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-23

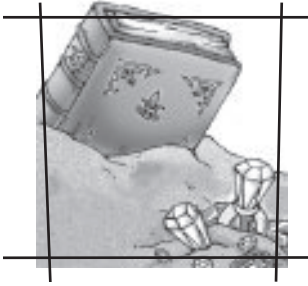
Skill Practice			
<p>Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.</p> <p><b>Teacher’s Note:</b> Accept reasonable alternate answers as correct.</p> <ol style="list-style-type: none"> <li>1. produce <i>pro/duce</i></li> <li>2. basic <i>ba/sic</i></li> <li>3. social <i>so/cial</i></li> <li>4. nature <i>na/ture</i></li> </ol>			
Building Meaning			
cozy	certain	warmth	nearby
terrible	hatch	harmless	causing
<ol style="list-style-type: none"> <li>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.                             <p style="margin: 5px 0;"><b>100 points</b> = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> <b>90 points</b> = <i>The sentence uses the word correctly and includes one detail.</i> <b>80 points</b> = <i>The sentence uses the word correctly.</i></p> </li> <li>6. Choose the word that best fits in the blank.                             <p style="margin: 5px 0;">Just to be <u>certain</u>, the chef checked to see that the oven was off before he went home.</p> </li> </ol>			



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

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

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



## DAY 3

# ACTIVE INSTRUCTION

Timing Goal: 30 minutes

### Team Cooperation Goal

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

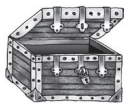
### Set the Stage



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

### Vocabulary **TP**

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



### Strategic Review

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

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

What do constrictors do?

### Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

**Yesterday we read about a few more dangerous snakes and one harmless snake. Boa constrictors, anacondas, and pythons are all dangerous even though they don’t have venom. They are constrictors. Garter snakes are very common and harmless to people.**

- 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 45 aloud, stopping after the sentence “Reptiles usually have rough, scaly, or thick skin.” Use a **Think Aloud** to model clarifying the word *scaly*.



A Collection of Readings,  
page 45

#### What is a Reptile?

What is a reptile? A reptile is a kind of animal. Reptiles are cold-blooded. That means they can’t warm themselves. We are warm-blooded. We can warm ourselves. We are mammals. Reptiles also lay eggs. Most do not give birth to live babies. Mammals do. Reptiles usually have rough, scaly, or thick skin.

“Reptiles usually have rough, scaly, or thick skin.” *Scaly*. I’m not sure I know that word. Let me reread that sentence. Reread the sentence. I read that snakes have rough and thick skin. These both describe how their skin feels. The word *scaly* must also describe how the skin of reptiles feels. I think I’ve heard that snakes have scales. When I look at the photograph of a snake on the page, I see that its skin doesn’t look smooth at all. It is made of little platelike pieces. Those must be scales. I can see how scaly skin would feel rough! I reread and used other clues to clarify the word *scaly*.

A Collection of Readings,  
page 45

Snakes are reptiles. Lizards are reptiles. Crocodiles and alligators are reptiles. Dinosaurs were reptiles. But there are no more dinosaurs. We will learn about some reptiles. First, we will learn about snakes. Then, we will learn about lizards and other larger reptiles.

- Reread the rest of page 45 aloud, stopping to clarify words or ideas, ask questions, make points, or focus students' attention as needed.
- Summarize the supporting details for the main ideas, and add them to the idea tree.
- Remind students that they will clarify words as they reread *All About Reptiles*.

### Preview Team Talk

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

Student Edition, page S-24

### Team Talk

1. What is the purpose of the text feature on page 46? |TF|
  - a. It tells you how to pick up venomous snakes.
  - b. It explains why venomous snakes have slanted pupils.
  - c. It convinces you to find snakes with round pupils.
  - d. It shows you the differences in snakes' eyes.
2. Tell two details that support the main idea of rattlesnakes on page 48. |MI|
3. Which of the following means about the same as the word *alert* on page 48? |CL|
  - a. silly
  - b. missing
  - c. aware
  - d. wrong

Tell how you figured this out. (Write-On)

4. How are the names of cottonmouths and black mambas the same? |CC|



# TEAMWORK

Timing Goal: 45 minutes

## Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 46–49 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 purpose of the text feature on page 46? **[TF]**
  - a. It tells you how to pick up venomous snakes.
  - b. It explains why venomous snakes have slanted pupils.
  - c. It convinces you to find snakes with round pupils.
  - d. *It shows you the differences in snakes’ eyes.*
2. Tell two details that support the main idea of rattlesnakes on page 48. **[MI]**

**100 points** = *One detail that supports the main idea of rattlesnakes on page 48 is that rattlesnakes live mainly in the West in warm deserts. Another detail that supports the main idea is that rattlesnakes shake their tails to warn people to stay away.*

**90 points** = *One detail that supports the main idea of rattlesnakes on page 48 is that rattlesnakes live mainly in the West in warm deserts. Rattlesnakes shake their tails to warn people to stay away.*

**80 points** = *Rattlesnakes live mainly in the western deserts. They shake their tails to scare people away.*

Team Talk *continued*

3. Which of the following means about the same as the word *alert* on page 48? |CL|
- silly
  - missing
  - aware*
  - wrong

Tell how you figured this out. (Write-On)

**100 points** = *I figured this out because rattlesnakes have diamonds on their backs. If you see a snake with diamonds on its back, you are supposed to pay attention to it and stay away. Paying attention to something means being aware of it.* **90 points** = *I figured this out because rattlesnakes have diamonds on their backs. If you see a snake with diamonds on its back, you are supposed to pay attention to it and stay away.* **80 points** = *The diamonds tell you to pay attention to the snake and be aware of where it is.*

4. How are the names of cottonmouths and black mambas the same? |CC|

**100 points** = *The names of cottonmouths and black mambas are the same because they are both named because of the colors of their mouths.*

*A cottonmouth is called that because the inside of its mouth is white.*

*A black mamba gets its name because the inside of its mouth is black.*

**90 points** = *The names of cottonmouths and black mambas are the same because they are both named because of the colors of their mouths.*

*Cottonmouths have white mouths, and black mambas have black mouths.*

**80 points** = *They are both named because of the colors of their mouths.*

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

### Class Discussion **TP**



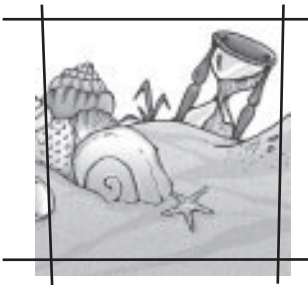
#### Strategy-Use Discussion

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



Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	Team Talk Extenders	<p>Water moccasins like living where there is plenty of water while rattlesnakes live where it is dry. What does this tell you about snakes?</p> <p>Rattlesnakes shake their rattles to scare away other creatures. Do you think rattlesnakes would rather stay safe or hurt people? Why?</p>
<ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>		

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

Timing Goal: 5 minutes

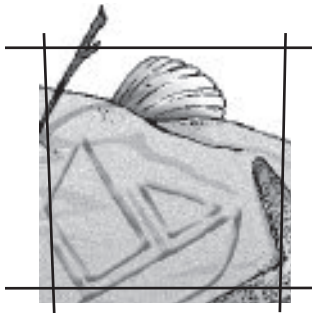
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-21

**Page 51 (paragraph 1) or 48 (paragraphs 2 and 3)**

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

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



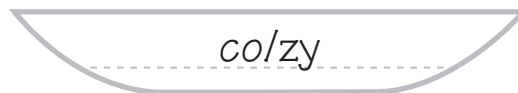
## WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the skill they are working on (chunking).
- Point out that there is a word from this cycle's vocabulary list that they can chunk by splitting it after the first vowel. Display a boat without sails, and write "cozy" on the bottom of the boat.



- Use **Think-Pair-Share** to have students tell where you should place the paddle to chunk *cozy*. Randomly select a few students to share.
- Confirm, or model, by chunking *cozy* between the *o* and *z*. Use **Think-Pair-Share** to have students read the word parts and then the whole word. Randomly select a few students to share. Point out that it was easy to recognize the word when you chunked it after the first vowel, and remind students to use the vowel wrench to change the vowel's sound if necessary.



- Repeat this activity with the word *vapor*.
- Use **Think-Pair-Share** to have students tell if anyone chunked either word differently and, if so, to explain his or her thinking. Randomly select a few students to share, and write responses on the board.

- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.
- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.
- Practice reading the words, one group at a time with students. Read the words at different speeds. Repeat two or three times.
- 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-24** and **S-25**

**Skill Practice**

Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.

**Teacher’s Note:** Accept reasonable alternate answers as correct.

1. because *be/cause*
2. April *A/pril*
3. moment *mo/ment*
4. paper *pa/per*

**Building Meaning**

cozy	certain	warmth	nearby
terrible	hatch	harmless	causing

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

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

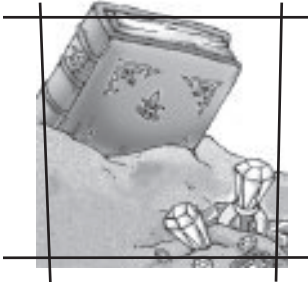
6. Choose the word that best fits in the blank.  
My neighbor’s dog has a scary-sounding bark, but we all know he is *harmless* and gentle.

Practice Lists		
Group 1		
baby	notice	enough
belong	spider	receive
cocoa	direct	behind
Group 2		
receive	all	direct
get	cocoa	ride
spider	once	notice



- 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.
- Use **Random Reporter** to select students to read the word lists.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

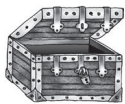
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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

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

How does the text teach you about different snakes' eyes?

### 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 learned some more details about snakes. We learned that snakes have differently shaped eyes depending on whether they are venomous. Water moccasins are snakes that like living in watery areas. Rattlesnakes live in the dry deserts of the west and shake their tails to scare away other creatures. Black mambas got their name because the insides of their mouths are black.**

- 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 paragraphs 1–3 on page 50 aloud, stopping to clarify words and ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,  
page 50

#### The King Cobra

In Asia you will find the king cobra. King cobras are dangerous. They are about thirteen feet long. Some can grow to twenty feet. King cobras are not all the same color. Some are brown. Some are black. Some are even yellow. Some have white stripes.

King cobras have loose skin on their necks. This skin stretches out when the snake is angry or afraid. It is called a hood. King cobras are one of the few snakes that make nests for their eggs. A female cobra may lay twenty to fifty eggs in her nest. She will guard them fiercely.

Have you ever seen a snake charmer put a cobra in a trance with his flute? It is all just a trick! A king cobra cannot hear the flute playing. It is just following the movements of the snake charmer.

- Reread the text box on page 50 aloud. Model clarifying the word *sight* in the text box.

A Collection of Readings,  
page 50

Interesting!

*King cobras have great sight. They can see very far.*

**“King cobras have great sight.” I’m not sure that I understand the word *sight* now that I reread it. I’ll reread the text box to see if I can find some clues to help me figure this out. Reread the text box. In the next sentence, the text box tells me that cobras can see very far. *Sight* must have to do with being able to see. I remember that I also read about the snake charmer’s trick. The cobra doesn’t hear the music, but follows the movement of the flute. It can see the flute moving and dances with it. Rereading and other clues from the text helped me clarify the word *sight*.**

- Summarize the supporting details for the main ideas, and add them to the idea tree.
- Remind students that they will clarify words as they reread *All About Reptiles*.

### 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.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page S-25

### Team Talk

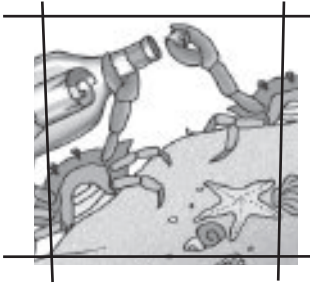
1. Why do some python owners let their pets free in the wild? |CE|
  - a. The snakes get too big for their homes.
  - b. The snakes get ugly as they grow older.
  - c. The snakes are expensive pets.
  - d. They don’t like that the snakes constrict.
2. Which of the following means the same as the word *tiny* on page 53? |CL|
  - a. strong
  - b. large
  - c. small
  - d. scared

Tell how you figured this out. (Write-On)

3. Why do you think garter snakes live everywhere in the United States except Hawaii? Support your answer. |DC|

Team Talk *continued*

4. Use the important ideas from this list to help you summarize *All About Reptiles*. |SU|
- Some snakes have venom that can harm you, and some do not.
  - Some snakes are harmless and help people take care of pests.
  - Snakes often scare people because people do not know about them.



## 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 51–54 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

**Team Discussion TP**

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

## Team Talk

1. Why do some python owners let their pets free in the wild? |CE|
- a. *The snakes get too big for their homes.*
  - b. *The snakes get ugly as they grow older.*
  - c. *The snakes are expensive pets.*
  - d. *They don't like that the snakes constrict.*



Team Talk *continued*

2. Which of the following means the same as the word *tiny* on page 53? |CL|
- strong
  - large
  - small*
  - scared

Tell how you figured this out. (Write-On)

**100 points** = *I figured this out because the text says that garter snakes are tiny, so they can only eat other small animals. If they can only eat small animals, garter snakes must also be small.* **90 points** = *I figured this out because the text says that garter snakes are tiny, so they can only eat other small animals.* **80 points** = *Garter snakes can only eat small animals.*

3. Why do you think garter snakes live everywhere in the United States except Hawaii? Support your answer. |DC|

**100 points** = *I think garter snakes live everywhere in the United States except Hawaii because Hawaii is an island. Hawaii is very far away from the mainland United States. A snake can't swim as far as Hawaii.*

**90 points** = *I think garter snakes live everywhere in the United States except Hawaii because Hawaii is an island.* **80 points** = *Hawaii is an island and is far away.*

4. Use the important ideas from this list to help you summarize *All About Reptiles*. |SU|

Some snakes have venom that can harm you, and some do not.

Some snakes are harmless and help people take care of pests.

Snakes often scare people because people do not know about them.

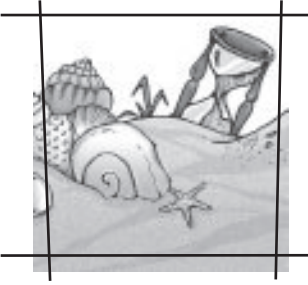
**100 points** = *There are many different kinds of snakes in the world. The two main types of snakes are snakes that have venom and snakes that do not have venom. Water moccasins, rattlesnakes, black mambas, and cobras have venom. Boa constrictors, anacondas, and pythons do not have venom, but they can hurt you by squeezing you. Some snakes, such as garter snakes, are harmless and hunt mice. The more you learn about snakes, the less afraid you will be of them.* **90 points** = *There are many different kinds of snakes in the world. The two main types of snakes are snakes with venom and snakes without venom. Garter snakes are harmless. You should read about snakes so you don't fear them.* **80 points** = *Some snakes have venom, and others do not. Many snakes just eat pests. Read about snakes to learn more.*

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

**Class Discussion TP**



<p>Strategy-Use Discussion</p>	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to select two or three students to describe their team’s strategy use with the class.</li> <li>- Award team celebration points.</li> </ul>	
<p>Think-and-Connect Discussion</p>	<ul style="list-style-type: none"> <li>- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>- Allow students time to discuss your questions.</li> <li>- Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	<p>Team Talk Extenders</p>	<p>Boa constrictors give birth to live baby snakes. How are they different from some of the other snakes mentioned in the text?</p> <p>Garter snakes help to take care of pests in your yard or home. Would you like to have a wild garter snake living around your home? Why or why not?</p>
	<ul style="list-style-type: none"> <li>- Award team celebration points.</li> <li>- Allow students time to discuss their summaries.</li> <li>- Use <b>Random Reporter</b> to select students to share their summaries.</li> </ul>	
<p>Write-On Discussion</p>	<ul style="list-style-type: none"> <li>- Use <b>Random Reporter</b> to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board.</li> <li>- Award team celebration points.</li> <li>- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.</li> </ul>	



## FLUENCY IN FIVE **TP**

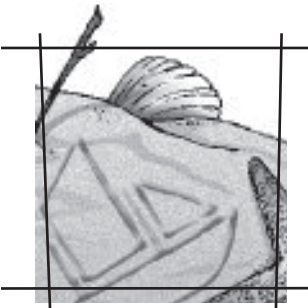
Timing Goal: 5 minutes

- 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-21

**Page 51 (paragraph 1), 48 (paragraphs 2 and 3), or 52 (paragraphs 2 and 3)**

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



## WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (chunking) and the Word Treasure clue that Captain Read More uses for chunking (a boat without sails and paddles).

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

- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

## Word Power Challenge

1. "I can't wait for tonight because my aunt is taking me to the baseball game!" Deanna exclaimed.
2. Jameel had to turn the radio down so he could hear what his mother was saying.



- Use **Random Reporter** to choose a student to read each underlined word orally and to tell how he or she chunked the underlined words. *To/night; ra/di/o.*
- Display the On My Own list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the On My Own list with their teams.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-26

### Skill Practice

Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.

**Teacher's Note:** Accept reasonable alternate answers as correct.

1. station *sta/tion*
2. minus *mi/nus*
3. beside *be/side*
4. broken *bro/ken*

### Building Meaning

cozy	certain	warmth	nearby
terrible	hatch	harmless	causing

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

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

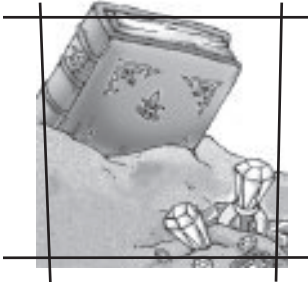
6. Choose the word that best fits in the blank.

There is a farm nearby, so my family can always get fresh eggs and vegetables to eat.

On My Own		
get	enough	cocoa
receive	once	ride
belong	all	notice

- 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.
- Use **Random Reporter** to select students to read the On My Own list.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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

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

Timing Goal: 20 minutes

**Team Cooperation Goal**

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

**Set the Stage**

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

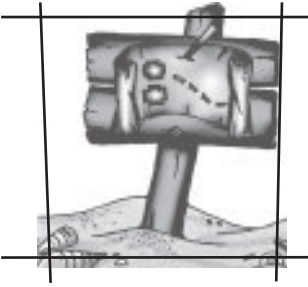
**Today you will read about being cold-blooded. Snakes and other reptiles keep warm differently than humans, other mammals, and birds do.**

**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**

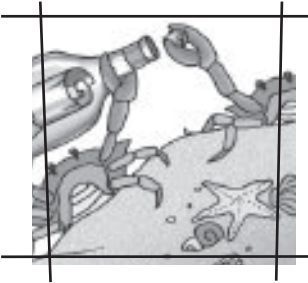
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



## TEST

Timing Goal: 35 minutes

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



## TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

### Team Discussion **TP**

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



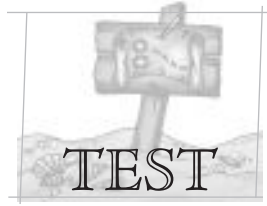
**Class Discussion TP**

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



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





## Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Snakes, lizards, and other reptiles are cold-blooded. They cannot stay warm or cool on their own. They need the sun to get warm. Reptiles bask in the sun by lying on rocks or other sunny places. They sit still until their bodies are warm enough. Then they can move around to hunt. That's why many reptiles like living in deserts.

When it is cold outside, reptiles move around slowly. They do not have fur to keep them warm. They just hide until the sun comes out again.

Source: coolcosmos.ipac.caltech.edu/image\_galleries/ir\_zoo/coldwarm.html

## Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

**20 points**

1. What is the topic of this text? How do you know? |MI|

**20 points** = *The topic of this text is being cold-blooded. I know this is the topic because the text tells how reptiles are cold-blooded. It explains what reptiles need to do to get warm. It explains what happens when they cannot get warm.*

**15 points** = *The topic of this text is being cold-blooded. I know this is the topic because the text tells how reptiles are cold-blooded. It explains what reptiles need to do to get warm.* **10 points** = *It tells how reptiles are cold-blooded.*

**30 points**

2. What is the intent of the author? |API|
- to persuade me to buy a cold-blooded pet
  - to inform me about being cold-blooded
  - to explain how to bask in the warm sun
  - to entertain me with stories about reptiles

How do you know?

**20 points** = *I know the author's intent is to inform me about being cold-blooded because there is a lot of information about it in the passage. The author tells me why reptiles need warm sunlight to move and hunt. The author gives the reader information about cold-blooded animals.*

**15 points** = *I know the author's intent is to inform me about being cold-blooded because there is a lot of information about it in the passage. The author tells me why reptiles need warm sunlight to move and hunt.*

**10 points** = *The author gives information about being cold-blooded.*

**20 points**

3. What does the word *bask* mean in the passage? Tell how you figured this out. |CL|

**20 points** = *The word bask means to lie down or sit. I figured this out by reading about what reptiles do when they bask in the sun. They lie on rocks or in other sunny spots. They sit still. When a reptile basks in the sun, it is lying down or sitting.* **15 points** = *The word bask means to lie down or sit. I figured this out by reading about what reptiles do when they bask in the sun. They lie on rocks or in other sunny spots.* **10 points** = *It means to lie down or sit. It's what reptiles do in the sun.*

**20 points**

4. Use the important ideas from the list to help you summarize the text. |SU|

Need the sun to stay warm

They hunt for food when their bodies are warm.

Stay hidden when it is cold outside

**20 points** = *Reptiles are cold-blooded animals. They cannot get warm on their own, so they sit outside in the sun. When they are warm, they can hunt. If they are cold, they can only move slowly. They hide until it is warm again.* **15 points** = *Reptiles are cold-blooded and need the sun to get warm. Then they can hunt for food. They hide when it is cold.* **10 points** = *Reptiles are cold-blooded and need the sun for warmth.*

## 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 the words. Then chunk each word by drawing a paddle between the word parts.

**Teacher's Note:** Accept reasonable alternate answers as correct.

**5 points**

1. between *be/tween*

**5 points**

2. music *mu/sic*

**5 points**

3. recess *re/cess*

**5 points**

4. police *po/lice*

## Building Meaning

cozy	certain	warmth	nearby
terrible	hatch	harmless	causing

10 points

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

**10 points** = *Mother birds know when their babies are ready to hatch because they hear clicking sounds coming from the eggs.* **5 points** = *Mother birds know when their babies are ready to hatch from their eggs.* **1 point** = *Mother birds know when their babies are ready to hatch.*

10 points

6. Lightning hit the old tree, *causing* a fire that killed many other trees in the forest.

10 points

7. The baby made a terrible face when she got her first taste of the medicine for her cold. *Terrible* means—
- very cute.
  - very happy.
  - very quiet.
  - very bad.*

10 points

8. The *warmth* of the fire made the travelers very happy after walking outside in the cold all day.

10 points

9. I felt very *cozy* wearing a heavy sweatshirt, warm pajama pants, and my fluffy slippers. *Cozy* means—
- stubborn.
  - comfortable.*
  - sloppy.
  - gorgeous.

10 points

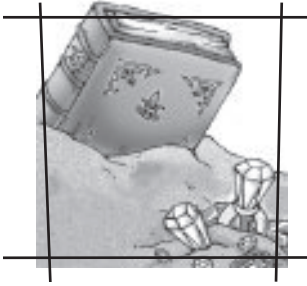
10. Living *nearby* the fire station means we hear a lot of sirens at all times of the day and night.

10 points

11. Hector had trained all month, so he was certain he would run fast at the track meet. *Certain* means—
- afraid.
  - shy.
  - sure.*
  - doubtful.

10 points

12. Even though the lion tamer was never hurt by his lions, he knew they weren't *harmless* and was always careful with them.

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

Timing Goal: 25 minutes

**Set the Stage**

- Introduce the writing goal.

**Today you will create a poster about snake safety. You read about a lot of snakes this cycle and learned that some snakes are dangerous! You will write information for a safety poster to keep in your home so everyone in your family knows how to stay safe from snakes.**

**Team Cooperation Goal**

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

**Build Background**

- Introduce the activity, creating a safety poster.

**You have probably heard a lot of safety tips in your life, such as look both ways before crossing the street or do not run with scissors. Knowing how to stay safe can keep you, a friend, or a family member from getting hurt. A poster of safety rules makes it clear to everyone what they should do to stay safe.**

- Ask students if they can think of examples of where they have seen safety posters. Have volunteers share their examples with the class.
- Display the following safety poster.

Blackline master provided.

### Don't Get Burned By Fire!

Nobody expects to be caught in a fire, but it can happen. It is important that you know how to keep you and your family safe in case of a fire in your home.

**Safety Tip 1:** Plan an escape route with your family before a fire ever occurs. If you know how to escape from your home, you are less likely to panic and become trapped inside. Rehearse escape routes occasionally, and make sure everyone knows where to meet outside your house.

**Safety Tip 2:** Check the doorknobs before entering or leaving rooms during a fire. Use the back of your hand to feel whether a doorknob is hot. If it is cool, the fire is not near that door. Do not grab a doorknob in your hand. The skin on the palms of your hand is sensitive and can burn easily.

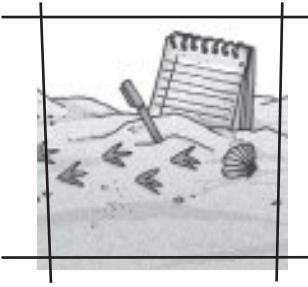
**Safety Tip 3:** STOP, DROP, and ROLL immediately if your clothing catches on fire. Rolling on the ground will put out the fire, even if there is no water. This action will keep you from getting badly burned.



- Use **Think-Pair-Share** to have students explain what they will learn from this poster. Randomly select a few students to share. *How to stay safe from fire.*
- Use **Think-Pair-Share** to discuss the poster with students. Randomly select a few students to share.

**Fire safety is really important. This poster tells us why it is important. Why should we learn fire safety?** *Fires are unexpected. It is important to know what to do to stay safe.* **Right. The poster gives us a couple sentences that explain why we need to know fire safety. The rest of the poster is full of tips. Can you identify how the tips appear on the poster?** *Possible responses: Each tip starts with the words "Safety Tip." The number of the tip is bold. The tips are listed in order.* **Good. The poster's creator wrote the tips so we could see each very well. How does each safety tip begin?** *It begins with a command.* **Great. When you are writing a poster about safety, it is important to say the safety rule first. You should start each tip with a verb or phrase that tells an action. What verbs or phrases start the safety tips on this poster?** *Plan, check, and stop.* **Great. That shows the action is important. Then each safety tip is followed by a short explanation of why it is important or how to perform the action. That lets you know why you should or should not do something.**

- Tell students that they will create their own safety posters about how to stay safe around snakes.



# ADVENTURES IN WRITING

Timing Goal: 65 minutes

## Planning

- Introduce the activity.

**Remember that today you will create a safety poster to help your family stay safe from snakes.**



- 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,  
pages S-26 and S-27

## Writing Prompt

Snakes live all over the United States. Even if you have never seen a snake in your neighborhood, you might see them if you travel somewhere. Write a safety poster to help your family stay safe from snakes. Give your poster a title that tells the main idea. Write at least one sentence that tells why it is important to learn about staying safe from snakes. Use information from this cycle’s reading to write at least three safety tips about snakes. Provide at least one detail for each safety tip that tells why it is important to follow that tip. Remember to number your safety tips, and begin each tip with a verb or phrase that tells an action to take. If you have time after writing the information for your poster, draw some pictures for your poster to show how to stay safe.

## Scoring Guide

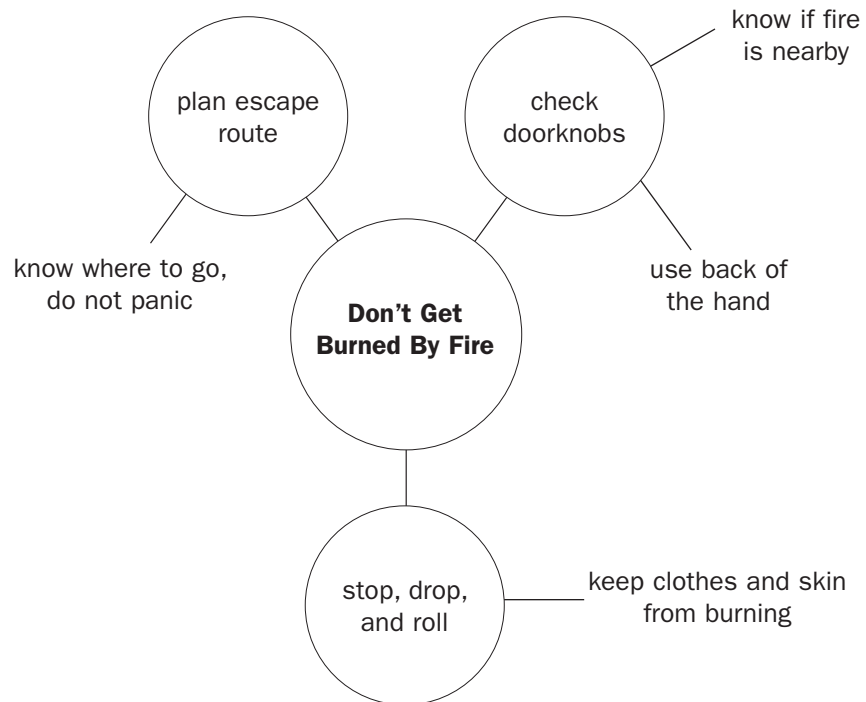
You created a safety poster to tell how to stay safe from snakes.	<b>20 points</b>
You include a heading that states the main idea of the poster and at least one sentence that explains why it is important to stay safe from snakes.	<b>10 points</b>
You include three tips that tell how to stay safe from snakes.	<b>15 points each (45 points maximum)</b>
You provide at least one detail for each safety tip that tells why it is important to follow that tip.	<b>5 points each (15 points maximum)</b>
You number your safety tips and begin each tip with a verb or phrase that tells an action.	<b>10 points</b>

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

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

- 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.
- Remind students about the guidelines of their writing activity.

**Remember that you should follow the writing prompt and scoring guide as you plan your writing. In today's activity, you are supposed to provide at least one detail for each safety tip that explains why people should follow that safety tip. This detail is very important to add to your poster. You want people to understand why it is important to follow the safety tip.**

- Display the following examples. Read example 1 aloud to students while covering example 2 with paper.

Blackline master provided.

### Example 1

**Safety Tip 3:** Beware of snakes larger than yourself.

### Example 2

**Safety Tip 3:** Beware of snakes larger than yourself. Boa constrictors and pythons are both very large, strong snakes. They can wrap themselves around you and squeeze the breath out of you. Stay alert if you are near a friend's pet python.

- Use **Think-Pair-Share** to have students identify what is missing from the safety tip in the example. *Details about why to follow the safety tip are missing.*
- Uncover example 2, and read it aloud to students. Use **Think-Pair-Share** to have students explain how this example helps them better understand why it is important to beware of large snakes. *Some large snakes, such as boa constrictors and pythons, use their bodies to squeeze other animals. Some people might have pet pythons that might try to squeeze you if you are not careful.*
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.



## Sharing, Responding, and Revising

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

## Editing

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

## Rewriting

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

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

## Passage 1

Spiders spin webs to catch insects to eat.

## Passage 2

Tigers hide in tall grass and then pounce on their prey. Usually, the animals don't see or hear them coming.



## Don't Get Burned By Fire!

Nobody expects to be caught in a fire, but it can happen. It is important that you know how to keep you and your family safe in case of a fire in your home.

**Safety Tip 1:** Plan an escape route with your family before a fire ever occurs. If you know how to escape from your home, you are less likely to panic and become trapped inside. Rehearse escape routes occasionally, and make sure everyone knows where to meet outside your house.

**Safety Tip 2:** Check the doorknobs before entering or leaving rooms during a fire. Use the back of your hand to feel whether a doorknob is hot. If it is cool, the fire is not near that door. Do not grab a doorknob in your hand. The skin on the palms of your hand is sensitive and can burn easily.

**Safety Tip 3:** STOP, DROP, and ROLL immediately if your clothing catches on fire. Rolling on the ground will put out the fire, even if there is no water. This action will keep you from getting badly burned.

## **Example 1**

**Safety Tip 3:** Beware of snakes larger than yourself.

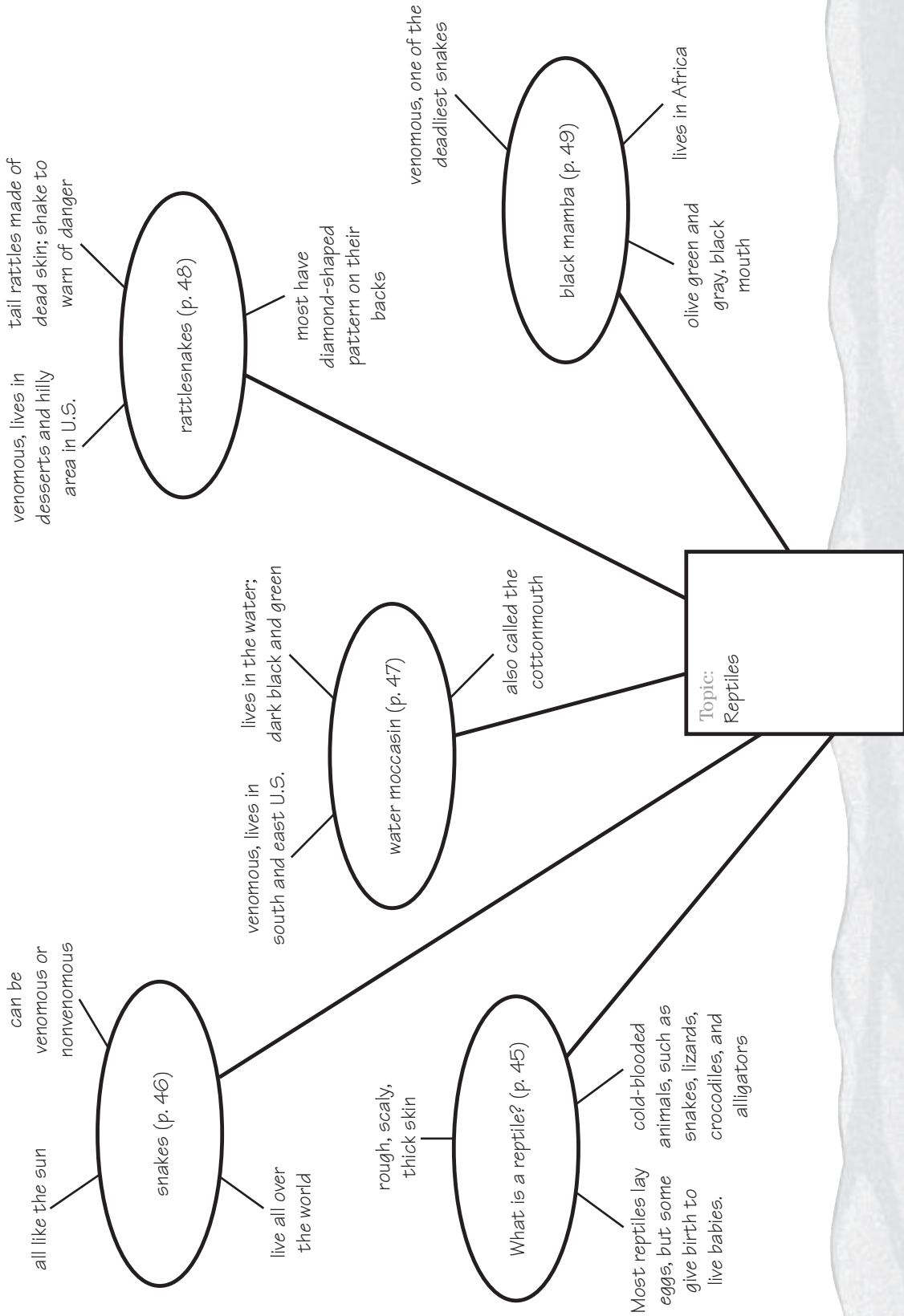
## **Example 2**

**Safety Tip 3:** Beware of snakes larger than yourself. Boa constrictors and pythons are both very large, strong snakes. They can wrap themselves around you and squeeze the breath out of you. Stay alert if you are near a friend's pet python.



Title: All About Reptiles, cycle 1

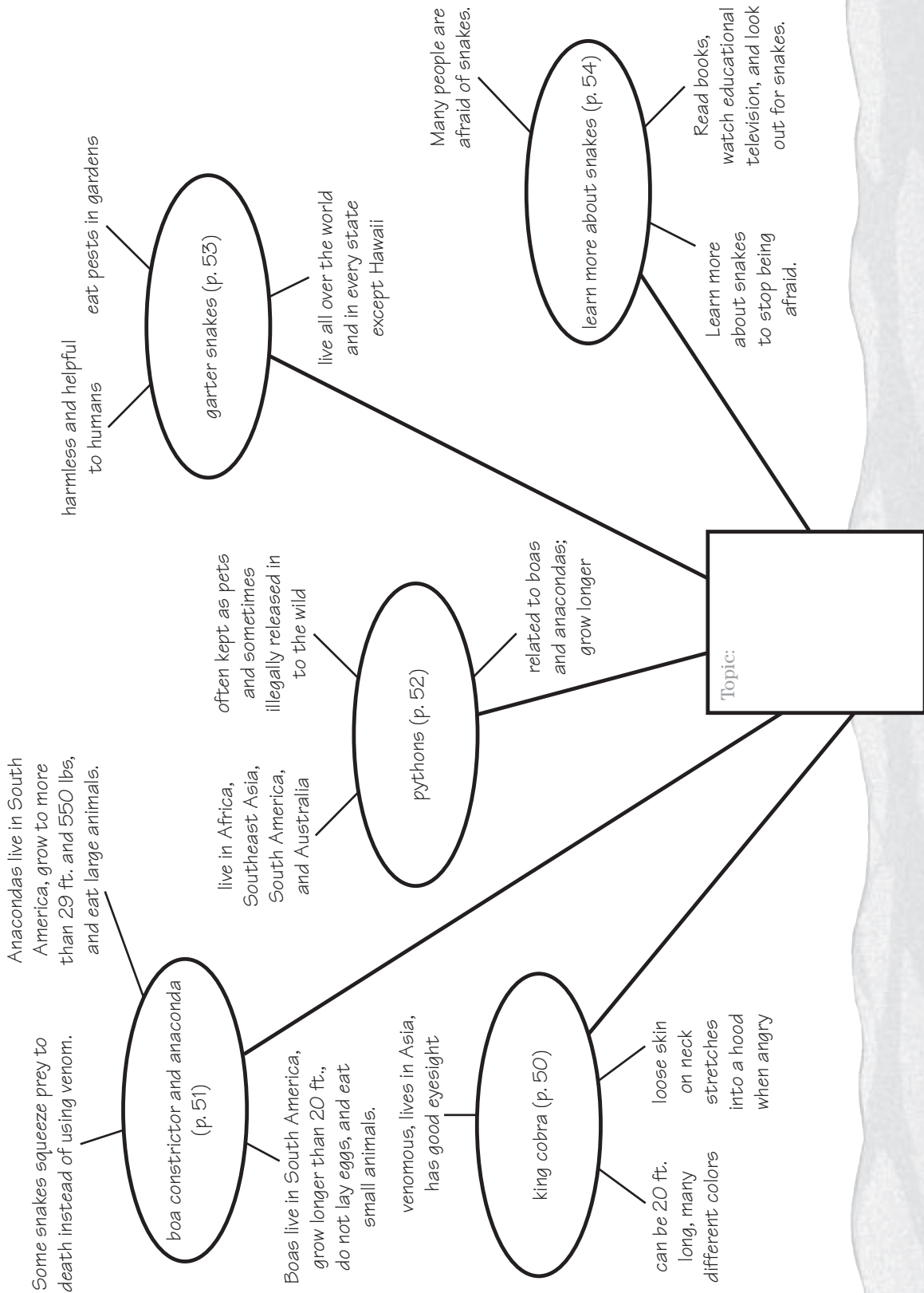
# Idea Tree





**Title:** All About Reptiles, cycle 1, cont.

# Idea Tree



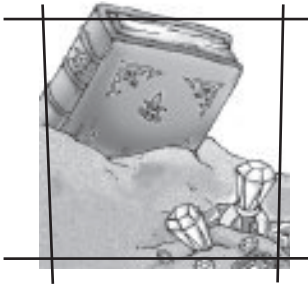


**CYCLE 2**

## Instructional Objectives

	Reading	Word Power	Writing
	<b>Clarifying (CL)</b>	<b>Compound words</b>	<b>Write an informative paragraph.</b>
<b>CYCLE 2</b>	Students will use strategies such as rereading, sounding out words, and looking for clues to help them clarify words in the text.	Students will break compound words into their component words to help them read difficult words.	Students will write informative paragraphs about an interesting or exotic pet they would like to own.



**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 text, author, and reading objective.

**This cycle we will continue to read *All About Reptiles* by Darnell Parker. As we read, we'll clarify words in the text that we do not understand. Good readers clarify words to understand what the text is about.**

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



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

**I know that when we read informational texts, we use TIGRRS to help us understand the text better. I remember the first step of TIGRRS is to identify the topic of the text. We identified the topic of the text in cycle 1. The topic of the text is different kinds of reptiles. We read about one kind of reptile in the last cycle. We read about several different kinds of snakes.**

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

**We reminded ourselves about the topic of this text. Now we need to think about the intent of the author, or why the author wrote the text. In the last cycle, we decided that the author's intent was to inform us about different kinds of reptiles. 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 different kinds of reptiles. 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 the same. There are more ideas and supporting details. We'll keep using an idea tree to record important information.**

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

### Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."



- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



**Student Edition, page S-29**  
**Student Edition chart does not contain page numbers or identification examples.**

Word and Page Number	Identification Strategy	Definition	Sentence
<b>damp</b> page 56	blend	a little wet	It didn't rain very long, so the grass was only <i>damp</i> .
<b>welcome</b> page 56	chunk: wel-come	invite in	Grandma says that she'll always <i>welcome</i> me whenever I come for a visit.
<b>pests</b> page 56	base word + ending: pest + s	bothersome creatures	<i>Pests</i> , such as ants and bees, can really ruin a picnic.
<b>elastic</b> page 57	chunk: e-las-tic	stretchy, flexible	Maura's mom always said Maura had <i>elastic</i> legs since they seemed so bouncy and rubbery.
<b>actually</b> page 58	chunk: ac-tual-ly	really	Juanita didn't think she had done well in the pie-baking contest, but she <i>actually</i> won first prize.
<b>lurk</b> page 61	blend	hide	Niall didn't like going into the basement because he was afraid of what might <i>lurk</i> in the dark.
<b>bursts</b> page 62	base word + ending: burst + s	sudden movements or events	Gabby couldn't tell what the <i>bursts</i> of light that she saw coming from the woods were.
<b>outrun</b> page 62	compound word: out + run	run faster than	Joe always finishes the race first because he can <i>outrun</i> everyone else.

## Using the Targeted Skill (Introduction and Definition)



- Review the skill, clarifying, by asking students to think about what might happen if a cook did not understand the recipe she was supposed to follow. Use **Think-Pair-Share** to have students discuss what might happen.
- Tell students that it is always important to try to understand what we read. Explain that just as a cook's meal might not come out right if she didn't understand the recipe, we might not understand an author's text if the words didn't make sense to us. That's why we need to try to figure them out.
- Display the following sentences. Tell students that you want to show them how to use sticky notes as they practice figuring out words in informational texts, first with a word that isn't a real word.

Blackline master provided.

### Sentence 1

Northern plintoks can keep warm as they swim in the Arctic Ocean.

### Sentence 2

Bears hibernate during the winter, and then they wake in the spring.

- Read sentence 1 aloud for students, omitting *plintoks*. Use a **Think Aloud** to model recognizing that you don't know that word and putting a sticky note next to the sentence to mark the place. Guide students to figure out the word.

Point to *plintoks*. **I don't know this word. I'm putting a sticky note next to the sentence to show I need to figure it out. If this were a real word, how would you say it?** Guide students to sound out *plintoks*. **Okay, we agree how to say it, but does anyone know what *plintoks* are? No. So sometimes we can say, or sound out, a word, but we don't know what it means. Let's read the sentence, and try to figure out what *plintoks* might be. What do you think they might be? Penguins, bears, some other animal. How did you figure it out? What other words in the sentence helped you figure out the meaning?** Accept responses. **So you used different strategies to say the word and then figure out what it means.**

- Read sentence 2 aloud for students, omitting the word *hibernate*. Place a sticky note next to the sentence, and explain why you did so. Use **Think-Pair-Share** to ask students to help you figure it out.
- Display the second sentence.

**Here is a sentence with a real word that I had trouble reading.** Point to *hibernate*. **I'll put a sticky note next to the sentence to show I need to figure out this word. Can you help me? Read the sentence with your partners, and try to figure it out. Try to say it and figure out what it means.** Give students time to work with their partners. **How do you say it? What strategies did you use? What does it mean, and how did you figure it out?** Accept responses.

- Remind students that when they talk about how to say words and what they mean, as they have just done, they are clarifying.
- Tell students that as they read they will clarify words they don't understand. Explain that first they will mark their difficult words with a sticky note. Then they should try to say the words if they can and try to figure out what they mean.
- Explain that you will use sticky notes as you clarify words when you read aloud.
- Tell students that they will clarify words as they read the text.

### Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read page 55 of *All About Reptiles* aloud, stopping at the word *similar* in the fourth sentence. Put a sticky note next to the sentence with the word *similar* in it. Use a **Think Aloud** to model reading on to clarify what it means.

A Collection of Readings,  
page 55

#### Part 2: Lizards And Other Reptiles

Snakes are reptiles. So are lizards. Like snakes, lizards are all over the world. Many lizards look similar to snakes. But lizards have legs, and snakes do not. Like snakes, lizards come in all different sizes and colors. Some lizards can hurt other creatures. Many lizards are harmless. They don't hurt anything. Many people are afraid of lizards. This is because of the way they look. Many lizards are scaly and creepy. Let's learn about some different lizards.

**Wait. I'm not sure what the word *similar* means. I'm going to mark where this word is by putting a sticky note next to the sentence with that word in it. Do so, and show students. Let me see if I can figure it out if I read on. Finish reading the paragraph. OK, after reading on, I can tell that the lizards are scaly and creepy. I know that snakes are scaly too. Now, the difference between snakes and lizards is that snakes don't have legs and lizards do. But they are also similar in some ways. So *similar* means alike. By reading on, I found clues that helped me understand the meaning of a word I didn't know. I'll put a check on my sticky note because I figured out the meaning of *similar*.** Do so, and show students.

- Summarize the main ideas from your reading, and write them on the idea tree.
- Remind students that as they read *All About Reptiles*, they will stop at words they don't know and use sticky notes to try to clarify those words.

### 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-30

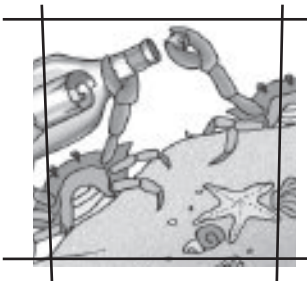
### Team Talk

1. Which answer best matches the meaning of the word *cling* on page 56? |CL|
  - a. follow
  - b. ignore
  - c. hang
  - d. fall

Why do you think so? (Write-On)

2. Which of the following is not a reason chameleons change color? |CE|
  - a. to show they are angry
  - b. to hide from their enemies
  - c. when the weather gets warm
  - d. when it gets dark outside
3. How does the picture of the United States help you learn more about Gila monsters? |TF|
4. What is the main idea of page 59? What clues help you figure this out? |MI|

- Randomly assign team leaders.



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 56–59 aloud with partners.



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

### Team Discussion **TP**

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

### Team Talk

1. Which answer best matches the meaning of the word *cling* on page 56? |CL|
  - a. follow
  - b. ignore
  - c. *hang*
  - d. fall

Why do you think so? (Write-On)

**100 points** = *I think it is hang because the text says geckos can climb walls and hang from ceilings. Clinging to a wall must be like hanging from a ceiling.* **90 points** = *I think it is hang because the text says geckos can climb walls and hang from ceilings.* **80 points** = *Geckos hang from ceilings in the same way.*

2. Which of the following is not a reason chameleons change color? |CE|
  - a. to show they are angry
  - b. *to hide from their enemies*
  - c. when the weather gets warm
  - d. when it gets dark outside
3. How does the picture of the United States help you learn more about Gilamonsters? |TF|

**100 points** = *The picture of the United States helps me learn more about Gila monsters by showing a line drawn around the southwestern part of the country. Gila monsters live in the Southwest. The picture shows what part of the country is in the Southwest.* **90 points** = *The picture of the United States helps me learn more about Gila monsters by showing a line drawn around the southwestern part of the country. Gila monsters live in the Southwest.* **80 points** = *It shows where Gila monsters live.*

Team Talk *continued*

4. What is the main idea of page 59? What clues help you figure this out? [MI]

**100 points** = *The main idea of page 59 is iguanas. One clue that helps me figure this out is the heading. It has the word iguana in it. Another clue is the picture of the iguana on the page. There is also a text box that mentions iguanas.* **90 points** = *The main idea of page 59 is iguanas. One clue that helps me figure this out is the picture of the iguana on the page.* **80 points** = *It is about iguanas. There is a picture.*

- 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

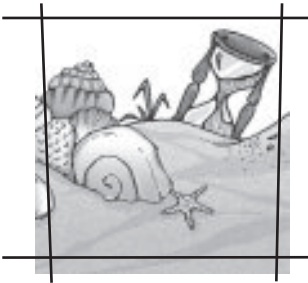
Geckos can eat insects that invade your house. Would you rather have a houseful of geckos or a houseful of insects? Why?

Gila monsters live in the southwestern deserts. Why do you think they like living there? Think about what you learned about reptiles in the last cycle.

- 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.

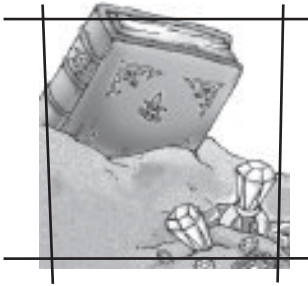
**Page 56**

- 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 might chameleons change color?

### 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 different kinds of reptiles. Remember that in the last cycle, we read about snakes. In this cycle, we read about lizards. We read about geckos, chameleons, iguanas, and Gila monsters. We read about where these animals live and what they are like.**

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 60 (paragraphs 1–3) aloud, stopping to clarify words or ideas, ask questions, make points, or focus students' attention as needed.

A Collection of Readings,  
page 60

#### The Komodo Dragon

The strongest of all the larger lizards is the Komodo dragon. They are not really dragons. They are just big lizards. They are the heaviest lizards in the world and one of the two largest reptiles in the world. These lizards can grow to be more than ten feet long. They feed on large animals such as pigs and cows. They can even eat people.

Komodo dragons can run really fast. They have strong jaws. They have a forceful bite. Their bite is deadly. Komodo dragons have more than fifty kinds of bacteria in their mouths. Their bites cause bad infections!

You do not want to find yourself face to face with one of these lizards. Luckily, Komodo dragons live far away in Indonesia.



- Begin reading the text box on page 66 aloud. Stop at the word *member*, and mark the word with a sticky note. Use a **Think Aloud** to find clue words that help you clarify the meaning.

A Collection of Readings,  
page 60

#### Did you know?

*The Komodo dragon is a member of the monitor lizard family. Another monitor lizard, the crocodile monitor, is the largest lizard in the world.*

**Member.** I'm not sure what that word means, so I'll mark it with a sticky note. Let me keep reading to see if I can figure it out. Finish reading the text box. **There is a family of lizards called monitor lizards. The largest lizard**

**in the world is the crocodile monitor, and it is part of this family. I think a member of something is part of a group. A family is a type of group, and the Komodo dragon is in the monitor lizard family. By reading and looking for clue words, I made sense of the word *member*. I'll check my sticky note.**

- Summarize the main ideas from your reading, and write these on the idea tree.
- Remind students that as they read *All About Reptiles*, they will stop at words they don't know and use sticky notes to try to clarify those words.

### Preview Team Talk

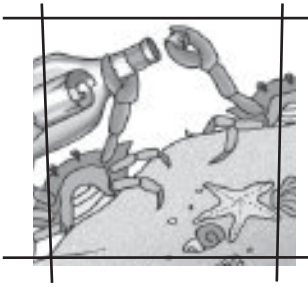
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-31

### Team Talk

1. What happens if an animal comes too near the water to drink when a crocodile is nearby? |CE|
2. Which answer best explains the meaning of the phrase "fresh water" on page 62? |CL|
  - a. water without salt
  - b. water with a lot of salt
  - c. water that moves fast
  - d. water that is still

Why do you think so? (Write-On)
3. How can you tell alligators and crocodiles apart? |CC|
4. What does the author try to convince you to do in the last paragraph on page 63? |AP|
  - a. to get garter snakes and geckos
  - b. to read more about reptiles
  - c. to buy an iguana for a pet
  - d. to travel to see Komodo dragons



# 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 61–63 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

## Team Discussion **TP**

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

### Team Talk

1. What happens if an animal comes too near the water to drink when a crocodile is nearby? |CE|

**100 points** = *When an animal comes too near the water to drink when a crocodile is nearby, the crocodile grabs the animal and tries to pull it underwater. The crocodile catches it to eat.* **90 points** = *When an animal comes too near the water to drink when a crocodile is nearby, the crocodile grabs the animal and tries to pull it underwater.* **80 points** = *The crocodile grabs it and pulls it under the water.*

Team Talk *continued*

2. Which answer best explains the meaning of the phrase “fresh water” on page 62? |CL|

- a. water without salt
- b. water with a lot of salt
- c. water that moves fast
- d. water that is still

Why do you think so? (Write-On)

**100 points** = *I think it means water without salt because I read that alligators like lakes, rivers, swamps, and marshes. These are not salty like the ocean. The phrase “fresh water” must mean water without salt.*

**90 points** = *I think it means water without salt because I read that alligators like lakes, rivers, swamps, and marshes. These are not salty.*

**80 points** = *Alligators like lakes, rivers, swamps, and marshes, not oceans.*

3. How can you tell alligators and crocodiles apart? |CC|

**100 points** = *You can tell alligators and crocodiles apart by looking at their snouts. Alligators have shorter, U-shaped snouts that cover their bottom teeth. Crocodiles have longer snouts, and you can see their bottom teeth.*

**90 points** = *You can tell alligators and crocodiles apart by looking at their snouts. Alligators have shorter snouts than crocodiles.* **80 points** = *You can look at their snouts.*

4. What does the author try to convince you to do in the last paragraph on page 63? |AP|

- a. to get garter snakes and geckos
- b. to read more about reptiles
- c. to buy an iguana for a pet
- d. to travel to see Komodo dragons

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

### Class Discussion **TP**



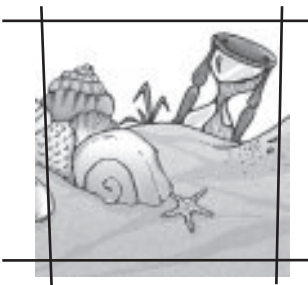
#### Strategy-Use Discussion

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



Think-and-Connect Discussion	<ul style="list-style-type: none"> <li>– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.</li> <li>– Allow students time to discuss your questions.</li> <li>– Use <b>Random Reporter</b> to select students to respond to your questions.</li> </ul>	
	Team Talk Extenders	<p>Crocodiles and alligators are dangerous. Where do you think you should stand if you are in an area where these reptiles live? Why?</p> <p>How are the reptiles you read about today different from most of the reptiles you read about yesterday?</p>
<ul style="list-style-type: none"> <li>– Award team celebration points.</li> </ul>		

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

**Timing Goal: 5 minutes**

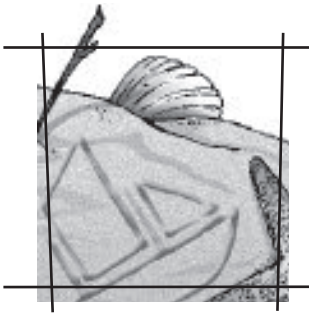
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

**Student Edition, page S-29**

### Page 61 (paragraph 1)

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

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

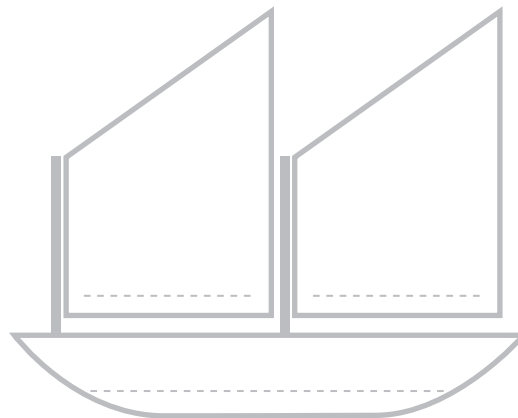


## WORD POWER **TP**

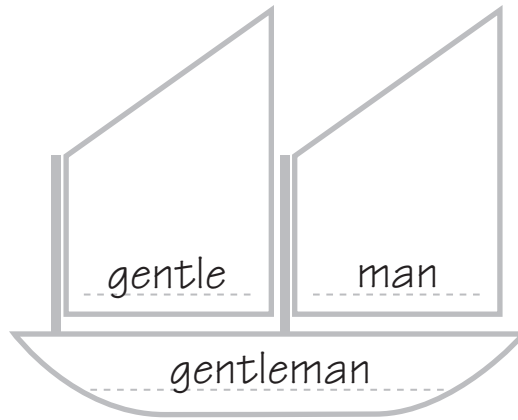
Timing Goal: 10 minutes

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

Blackline master provided.



- Use **Think-Pair-Share** to have students tell what the Word Treasure clue means. Randomly select a few students to share. *Two main, or big, sails mean there are two whole words.*
- Write the word “gentleman” 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 which word goes on each sail. Randomly select a few students to share. Write each word on a sail. *The words gentle and man.*



- Use the sails to read the word, and have students say the word with you.
- 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-31

**Skill Practice**

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

1. doghouse *dog + house*
2. football *foot + ball*
3. bedroom *bed + room*
4. sunflower *sun + flower*

**Building Meaning**

damp	welcome	pests	elastic
actually	lurk	bursts	outrun

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

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

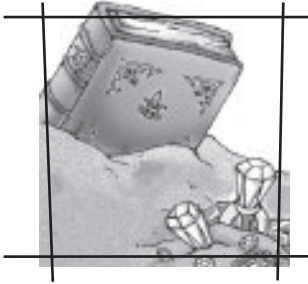
6. Choose the word that best fits in the blank.

Sal did not look forward to doing his math homework, but he actually found it easy once he got started.



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

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

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

Timing Goal: 30 minutes

**Team Cooperation Goal**

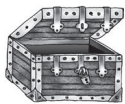
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**Set the Stage**

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

**Vocabulary **TP****

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

**Strategic Review**

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

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

How are alligators different from crocodiles?

### 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 really large reptiles. Komodo dragons, crocodiles, and alligators are some of the biggest reptiles in the world. They are also some of the most dangerous reptiles.**

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 55 aloud, stopping at the word *creepy* near the end of the paragraph. Put a sticky note next to the sentence with the word *creepy* in it. Use a **Think Aloud** to model rereading to clarify what it means.



A Collection of Reading,  
page 55

#### Part 2: Lizards And Other Reptiles

Snakes are reptiles. So are lizards. Like snakes, lizards are all over the world. Many lizards look similar to snakes. But lizards have legs, and snakes do not. Like snakes, lizards come in all different sizes and colors. Some lizards can hurt other creatures. Many lizards are harmless. They don't hurt anything. Many people are afraid of lizards. This is because of the way they look. Many lizards are scaly and creepy. Let's learn about some different lizards.

**Now that I've reread this page, I'm not sure I understand what the word *creepy* means. I'm going to mark where this word is by putting a sticky note next to the sentence it's in. Do so, and show students. Let me see if I can figure it out if I reread. Reread from where the text says, "Many people are afraid of lizards." I see a clue that will help me clarify the word *creepy*. I just read that some people are afraid of lizards. They are afraid of the way lizards look. I think *creepy* might mean scary. I remember that I clarified the word *scaly* in the last cycle, and that describes how something looks and feels. People must find scaly animals scary. By rereading, I found clues that helped me understand the meaning of a word I didn't know. I'll put a check on my sticky note.**

- Summarize the supporting details for the main ideas, and add them to the idea tree.

- Remind students that as they reread *All About Reptiles*, they will stop at words they don't know and use sticky notes to try to clarify those words.

### Preview Team Talk

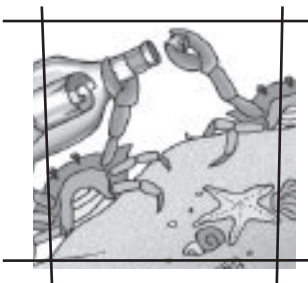
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-32

### Team Talk

1. Which of the following helps geckos climb on walls and ceilings? |CE|
  - a. suction cups
  - b. sticky glue
  - c. tiny hairs
  - d. dirty walls
2. Why do you think a chameleon's tongue has to move fast to catch a meal? Support your answer. |DC|
3. Which answer best matches the meaning of the word *scurry* on page 58? |CL|
  - a. crawl slowly
  - b. run fast
  - c. fly away
  - d. roll over

Why do you think so? (Write-On)
4. Tell at least two details that support the main idea of iguanas on page 59. |MI|



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** pages 56–59 aloud with partners.

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

### Team Discussion **TP**

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

### Team Talk

1. Which of the following helps geckos climb on walls and ceilings? |CE|
  - a. suction cups
  - b. sticky glue
  - c. *tiny hairs*
  - d. dirty walls

2. Why do you think a chameleon's tongue has to move fast to catch a meal? Support your answer. |DC|

**100 points** = *I think a chameleon's tongue has to move fast to catch a meal because it eats insects. Insects can move really quickly. They fly through the air fast. A chameleon's tongue has to be quick to catch an insect while it flies.* **90 points** = *I think a chameleon's tongue has to move fast to catch a meal because it eats insects. Insects can move really quickly.* **80 points** = *Chameleons eat insects, which can move really quickly.*

3. Which answer best matches the meaning of the word *scurry* on page 58? |CL|
  - a. crawl slowly
  - b. *run fast*
  - c. fly away
  - d. roll over

Why do you think so? (Write-On)

**100 points** = *I think it means run fast because something would run fast if it were scared. The Gila monster wants to get away and hide when it sees people. When it scurries away, it must run fast.* **90 points** = *I think it means run fast because something would run fast if it were scared. The Gila monster wants to get away and hide when it sees people.* **80 points** = *It wants to hide, so it must run fast.*



**Team Talk** *continued*

4. Tell at least two details that support the main idea of iguanas on page 59. [MI]
- 100 points** = One detail that supports the main idea of iguanas on page 59 is that iguanas like living near water. They dive into water when they are scared. Another detail that supports the main idea is that iguanas can lose their tails if they are caught by predators. That helps them get away safely.
- 90 points** = One detail that supports the main idea of iguanas on page 59 is that iguanas like living near water. They can lose their tails if they are caught by predators. **80 points** = Iguanas like living near water. They can lose their tails.

- 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**



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

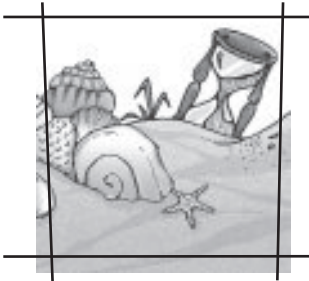
Chameleons have tongues that are twice as long as their bodies. How long would your tongue be if it were twice as long as you? What do you think you could catch with it?

Iguanas are popular pets, but they are hard to take care of. What do you think you should do before you get an iguana? 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**

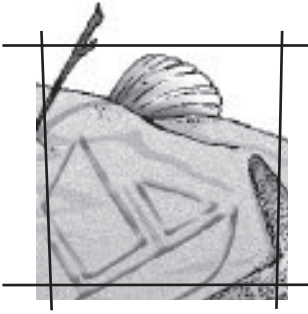
Timing Goal: 5 minutes

- 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-29

### Page 61 (paragraph 1) or 58 (paragraphs 1 and 2)

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

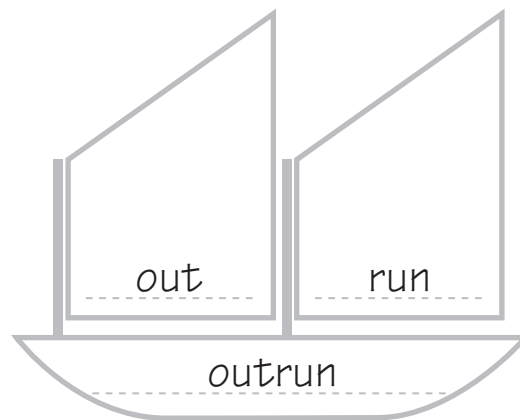


## WORD POWER **TP**

Timing Goal: 10 minutes

**tps**

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the Word Power skill (compound words) and, if necessary, the Word Treasure clue that Captain Read More uses for compound words (a sailboat with two sails of equal size).
- Display the Word Treasure clue (a sailboat with two big sails).
- Use **Think-Pair-Share** to have students identify the compound word in their vocabulary list and to question them about the two words that make up the compound word. Randomly select students to share, and record their answers on the boat [outrun, out + run/].



- Tell students that a way to practice their new Word Power skill is to read words correctly and quickly.
- Display the practice word lists.
- Present group 1 and group 2 words. Tell students that group 1 contains words that will help them to practice the Word Power skill. Explain that group 2 contains a mixture of skill words and other words that they should know.
- Practice reading the words, one group at a time with students. Read the words at different speeds. Repeat two or three times.
- 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-32 and S-33

### Skill Practice

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

1. sandpaper *sand + paper*
2. raincoat *rain + coat*
3. hallway *hall + way*
4. sunroom *sun + room*

### Building Meaning

damp	welcome	pests	elastic
actually	lurk	bursts	outrun

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

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

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

Normally I like my dogs, but they are such pests when they beg for food at the table.

### Practice Lists

#### Group 1

eyeball	workshop	flowerpot
wristwatch	pigpen	snowball
boxcar	inchworm	housefly

#### Group 2

snowball	housefly	seen
better	eyeball	pay
low	workshop	pigpen



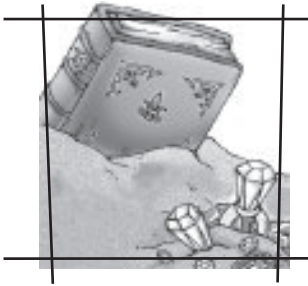
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

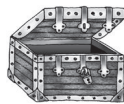
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

**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 geckos climb on walls?

### 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 a little more about geckos, chameleons, Gila monsters, and iguanas. We learned that geckos have tiny hairs on their feet that let them climb walls. Chameleons have long tongues that move fast. Gila monsters would rather run away than hurt people. Iguanas dive into water for safety and can lose their tails.**

- 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 the first two paragraphs of page 60 aloud. Stop at the word *bacteria*. Model using a sticky note and sounding out the word. Explain to students that by sounding out the word, you can clarify it so it makes sense.

A Collection of Readings,  
page 60

#### **The Komodo Dragon**

The strongest of all the larger lizards is the Komodo dragon. They are not really dragons. They are just big lizards. They are the heaviest lizards in the world and one of the two largest reptiles in the world. These lizards can grow to be more than ten feet long. They feed on large animals such as pigs and cows. They can even eat people.

Komodo dragons can run really fast. They have strong jaws. They have a forceful bite. Their bite is deadly. Komodo dragons have more than fifty kinds of bacteria in their mouths. Their bites cause bad infections!

You do not want to find yourself face to face with one of these lizards. Luckily, Komodo dragons live far away in Indonesia.

**“Komodo dragons have more than fifty kinds of ba-bas-bast....” I’m having trouble with this word. Let me put a sticky note on it, reread it, and try to sound it out. “Komodo dragons have more than fifty kinds of bas-bast-bacteria in their mouths. Their bites cause bad infections!” The word is *bacteria*. I know what those are. They are germs that make me sick. I was pronouncing the *c* like an *s*, but by sounding out the word, I clarified it. Now it makes sense. I’ll check my sticky note now.**

A Collection of Readings,  
page 60

- Continue rereading page 66 aloud, stopping to clarify words or ideas, ask questions, make points, or focus students' attention as needed.

You do not want to find yourself face to face with one of these lizards. Luckily, Komodo dragons live far away in Indonesia.

- Summarize the supporting details for the main ideas, and add them the idea tree.
- Remind students that as they reread *All About Reptiles*, they will stop at words they don't know and use sticky notes to try to clarify those 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.
- 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-33

### Team Talk

1. Have crocodiles changed a lot since the time of the dinosaurs? Why or why not? |DC|
2. If you spot a large reptile in the southeastern United States, you are most likely seeing a(n)— |CE|
  - a. iguana.
  - b. crocodile.
  - c. alligator.
  - d. Komodo dragon.
3. Which of the following means about the same as *huge* on page 63? |CL|
  - a. large
  - b. loud
  - c. small
  - d. quite

Tell why you think so. (Write-On)



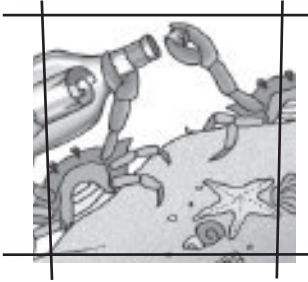
Team Talk *continued*

4. Use the important ideas from this list to help you summarize *All About Reptiles*. |SU|

Some lizards are harmless and help people.

Many larger reptiles are not afraid of people.

People can read more to become less afraid.



## 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 61–63 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

### Team Discussion **TP**

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

## Team Talk

1. Have crocodiles changed a lot since the time of the dinosaurs? Why or why not? |DC|

**100 points** = No. Crocodiles have not changed a lot since the time of the dinosaurs. The text box on page 67 says that modern crocodiles and fossils of ancient crocodiles look the same. Crocodiles have not changed a lot. **90 points** = No. Crocodiles have not changed a lot since the time of the dinosaurs because the text says that modern crocodiles and fossils of ancient crocodiles look the same. **80 points** = No. Modern crocodiles and fossils look the same.

2. If you spot a large reptile in the southeastern United States, you are most likely seeing a(n)— |CE|

- iguana.
- crocodile.
- alligator.
- Komodo dragon.

3. Which of the following means about the same as *huge* on page 63? |CL|

- large
- loud
- small
- quite

Tell why you think so. (Write-On)

**100 points** = I think this means large because the author says some reptiles are like Komodo dragons. I remember learning that Komodo dragons are one of the biggest lizards in the world. I also learned that crocodiles are big like Komodo dragons. The author says that other reptiles are tiny, or small. I know something that is large is the opposite of something tiny.

**90 points** = I think this means large because the author says some reptiles are like Komodo dragons. I remember learning that Komodo dragons are one of the biggest lizards in the world. I also learned that crocodiles are big like Komodo dragons. **80 points** = The author says some reptiles are like Komodo dragons, which are large.

Team Talk *continued*

4. Use the important ideas from this list to help you summarize *All About Reptiles*. [SU]

Some lizards are harmless and help people.

Many larger reptiles are not afraid of people.

People can read more to become less afraid.

**100 points** = *There are a lot of different kinds of lizards. A lot of lizards are small and don't hurt people. Geckos, chameleons, and iguanas don't hurt people. Some larger reptiles are dangerous and can hurt you. People should stay away from Komodo dragons, crocodiles, and alligators. The more you read about reptiles, the less afraid you will be of them. You will learn why you shouldn't be so afraid of them.* **90 points** = *There are a lot of different kinds of lizards. Some are small and help people by catching pests. Larger reptiles can be dangerous and hurt people. The more you read about reptiles, the less afraid you'll be.* **80 points** = *Some lizards don't hurt people. Larger reptiles can. Read more to be less afraid of reptiles.*

- 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

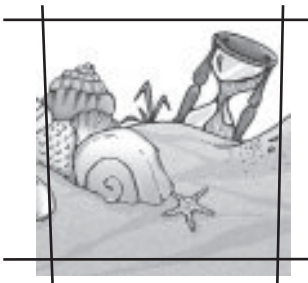
Remember that Gila monsters are afraid of people. Why do you think they act differently from Komodo dragons, crocodiles, and alligators?

Did this text make you more or less afraid of snakes, lizards, and other reptiles? 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**

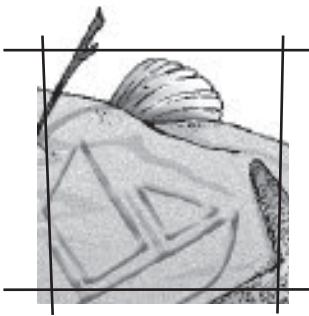
Timing Goal: 5 minutes

- 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.

Student Edition, page S-29

**Page 61 (paragraph 1), 58 (paragraphs 1 and 2), or 62**

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



## WORD POWER **TP**

Timing Goal: 10 minutes

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

- Remind students of the Word Power skill (compound words).
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

### Word Power Challenge

1. Talia had to oversee her younger brother and sister to make sure they followed directions while making cupcakes.
2. Lianna felt that spring had finally come when she spotted a bluebird singing in a tree.



- Use **Random Reporter** to choose a student to read each compound word orally. *Oversee, over + see; bluebird, blue + bird.*
- Display the On My Own list.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that they will also practice reading the On My Own list with their teams.

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

Student Edition, page S-34

**Skill Practice**

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

1. sandcastle *sand + castle*
2. daydream *day + dream*
3. mountaintop *mountain + top*
4. streetlight *street + light*

**Building Meaning**

damp	welcome	pests	elastic
actually	lurk	bursts	outrun

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

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

6. Choose the word that best fits in the blank.  
Paolo could run with such *bursts* of speed that no one could keep up with him on the soccer field.

**On My Own**

low	flowerpot	snowball
pigpen	wristwatch	seen
inchworm	better	boxcar

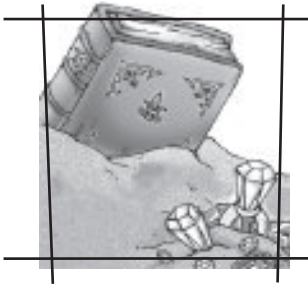
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration 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.
- Use **Random Reporter** to select students to read the On My Own list.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

#### Team Celebration Points

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

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

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

Timing Goal: 20 minutes

**Team Cooperation Goal**

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

**Set the Stage**

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text 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 slow worms. These animals have a tricky name, but they have a lot in common with the animals that you read about this cycle in *All About Reptiles*.**

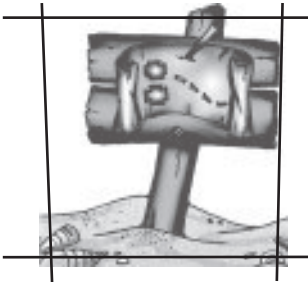
**Vocabulary TP**

- 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 #3 asks about clarifying.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.

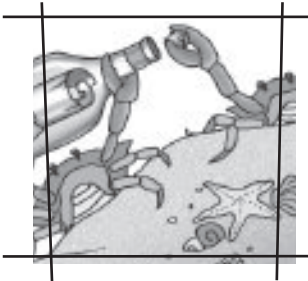




## TEST

Timing Goal: 35 minutes

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



## TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

### Team Discussion **TP**

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

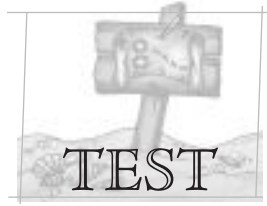


**Class Discussion TP**

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



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



## Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Slow worms have a tricky name. They are not really worms at all. They look like snakes, but that's another trick. They are actually legless lizards. You can tell whether you are looking at a slow worm by looking at its eye. If it has an eyelid, it is a slow worm. Snakes do not have eyelids.

Slow worms live in Europe and Asia. They are harmless and like to burrow underground. There they hunt for snails and slugs. Slow worms can lose their tails if they are caught by predators.

Source: [www.herpetofauna.co.uk/slow\\_worm.htm](http://www.herpetofauna.co.uk/slow_worm.htm)

### Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

**20 points**

1. What is the topic of this text? How do you know? |MI|

**20 points** = *The topic of this text is slow worms. I know this is the topic because the text tells me about slow worms and what they look like. I learn about where they live and what they eat.* **15 points** = *The topic of this text is slow worms. I know this is the topic because the text tells me about slow worms and what they look like.* **10 points** = *It is about slow worms.*

**30 points**

2. What is the intent of the author? |AP|
- to show me how slow worms look
  - to convince me to find a snake and slow worm
  - to entertain me with slow worm tricks
  - to inform me about slow worms

How do you know?

**20 points** = *I know this is the intent of the author because the author gives me a lot of information about slow worms. I learn that slow worms look like snakes and how to identify them. I learn that they live underground. I learn that they eat slugs. I learn that they can lose their tails.* **15 points** = *I know this is the intent of the author because the author gives me a lot of information about slow worms. I learned that slow worms look like snakes and how to identify one.* **10 points** = *I learn a lot of information about them.*

**20 points**

3. What does the word *burrow* mean? Tell why you think so. |CL|

**20 points** = *I think the word burrow means dig or tunnel. I think this because the text says slow worms burrow underground. That means they have to get into the ground. Animals usually dig tunnels underground.*

**15 points** = *I think the word burrow means dig or tunnel. I think this because the text says slow worms burrow underground. That means they have to get into the ground. 10 points* = *They have to dig or tunnel to get underground.*

**20 points**

4. Use the important ideas from this list to help you summarize the passage. |SU|

Legless lizards that look like snakes

Burrow underground to hide

Lose their tails

**20 points** = *Slow worms are lizards that look like snakes because they have no legs. You can tell them apart from snakes by looking at their eyes. Slow worms burrow underground to hide and look for food. They can lose their tails when caught by predators such as other lizards. 15 points* = *Slow worms look like snakes because they have no legs. They have eyelids. They burrow underground to hide. They can lose their tails. 10 points* = *They are legless lizards. They burrow underground to hide. They can lose their tails.*

## 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 the compound words. Then write the two words that make up each compound word. Draw a sailboat if you need help.

**5 points**

1. catfish *cat + fish*

**5 points**

2. ladybug *lady + bug*

**5 points**

3. thumbprint *thumb + print*

**5 points**

4. broomstick *broom + stick*

**Building Meaning**

damp	welcome	pests	elastic
actually	lurk	bursts	outrun

**10 points**

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

**10 points** = Ms. Harlow was always ready to welcome any of the neighborhood kids who stopped by for a glass of lemonade and some cookies.

**5 points** = Ms. Harlow was always ready to welcome any of the neighborhood kids who stopped by. **1 point** = Ms. Harlow was always ready to welcome any kids.

**10 points**

6. Isaac's clothes were damp after he got caught in the rain as he was running to the door. *Damp* means—
- soaking.
  - a little wet.
  - dry as dust.
  - dripping.

**10 points**

7. Dan's favorite toy was a man with
- elastic
- arms and legs that Dan could pull and tie into knots.

**10 points**

8. Raquel doesn't like spiders and insects because of the way they lurk under rocks and leaves. *Lurk* means—
- hide.
  - breathe.
  - glance.
  - play.

**10 points**

9. Anita knew her greyhound could
- outrun
- her, so she always made sure to keep her on a leash when they went for walks.

**10 points**

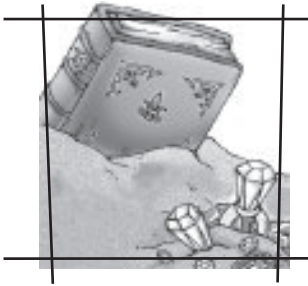
10. Donni thought she was talking to Erik, but she was actually talking to his twin brother, Ollie. *Actually* means—
- quietly.
  - foolishly.
  - happily.
  - really.

**10 points**

11. The farmer knew a storm was coming because he saw the
- bursts
- of light flickering in the clouds in the distance.

**10 points**

12. Some people think mice are cute and keep them as pets, but many others think they are pests when they sneak into homes. *Pests* means—
- important allies.
  - loyal friends.
  - bothersome creatures.
  - best houseguests.

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

Timing Goal: 25 minutes

**Set the Stage**

- Introduce the writing goal.

**Today you will write an informative paragraph about an interesting or exotic pet you would like to own. You have read about a lot of different reptiles, and how some people even keep reptiles as pets. If you could own any animal in the world as a pet, what would you own? You will share your paragraphs with your classmates.**

**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 informative paragraph.

**Has a friend ever asked you for information about a subject you know about? Maybe you enjoy camping, and a friend asked you for information about the things you need to go camping. You would tell your friend about the things you need, why you need them, and maybe even how to use them. You would provide that information to your friend. When you write an informative paragraph, you inform readers about a particular topic.**

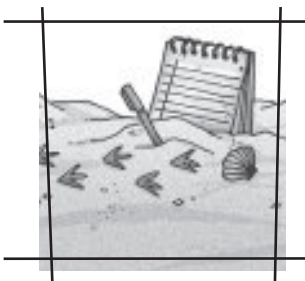
- Display the following informative paragraph. Read the paragraph aloud to students.

**Blackline master provided.**

You need to take the right equipment with you when you go camping. First, you will need a tent. You will need to decide what size tent you need for camping. Tents always come with instructions to tell you how to make your tent. Another thing you will need is a sleeping bag. Do not be fooled by the weather! Summer nights can get chilly in some places. A sleeping bag will keep you warm and dry. It is important to pack enough clothes for your camping trip. Always bring layers of clothes and extras! If it rains, you will be glad to have something dry to wear. If it is colder than you expected, you will be happy to have layers to keep you warm. If it is warmer, you can always take off the layers. These three things will make your camping trip easier and more comfortable.



- Use **Team Huddle** to have students discuss what information they learned from this paragraph. Use **Random Reporter** to select students to share. *It tells me about things I need for camping.*
- Use **Think-Pair-Share** to have students identify what three pieces of information the author provides about camping. Randomly select a few students to share. *The author says you need a tent, a sleeping bag, and a lot of clothes.*
- Use **Team Huddle** to have students identify details the author provides to give further information. Use **Random Reporter** to select students to share. *The author says that tents come in many sizes. The tent will have instructions. Sleeping bags are important, even in the summer. It will keep you warm and dry. Layers of clothes and extra clothes are important for keeping warm and dry.*
- Tell students that they will write informative paragraphs about an animal they would like to keep as a pet.



## ADVENTURES IN WRITING

**Timing Goal: 65 minutes**

### Planning

- Introduce the activity.

**Remember that today you will write an informative paragraph about an animal you would like to keep as a pet. You read about reptiles, and how some are kept as pets by people.**



Student Edition,  
pages S-34 and S-35

- 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

Even though a lot of people keep reptiles as pets, they are still very unusual and different! If you could keep any animal in the world for a pet, what would you keep? Write an informative paragraph about the animal you would keep for a pet to share with your classmates. Begin your paragraph with an opening sentence that introduces the animal you want for a pet. Provide three pieces of information about the animal. Think about what you would need to feed the animal or whether you would need to build a special home for it. Provide at least one detail for each piece of information, explaining why this is important. Write a closing sentence that restates the main idea of your paragraph.

### Scoring Guide

You wrote an informative paragraph about an animal you would like to keep for a pet.	<b>20 points</b>
You begin your paragraph with an opening sentence that tells what animal you want for a pet.	<b>10 points</b>
You provide at least three pieces of information about this animal.	<b>15 points each (45 points maximum)</b>
You provide at least one detail for each piece of information explaining why it is important.	<b>5 points each (15 points maximum)</b>
You end your paragraph with a closing sentence that restates the main idea.	<b>10 points</b>

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

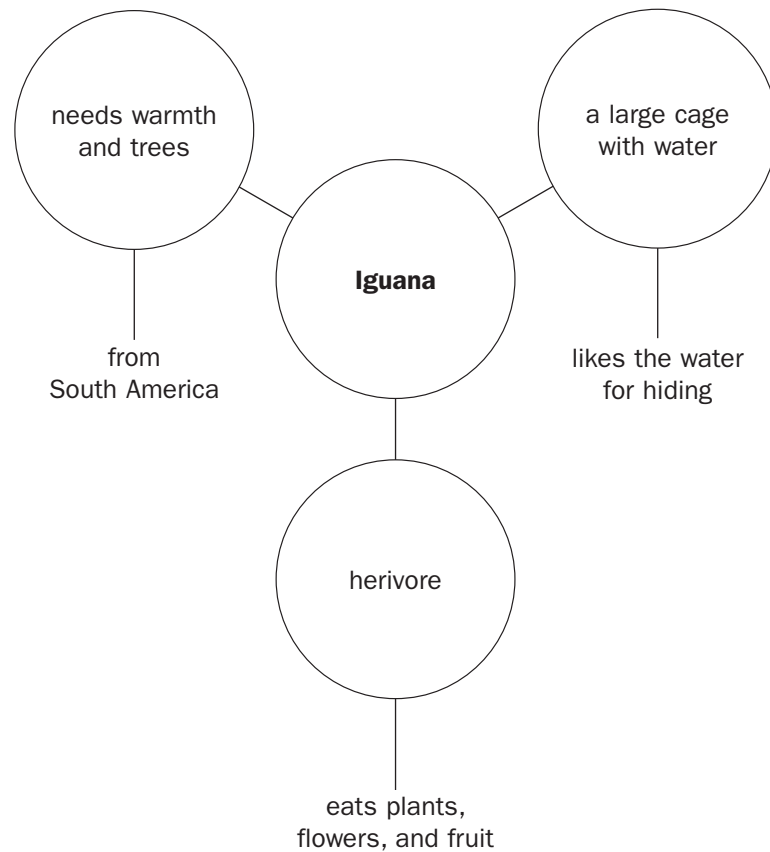
**Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right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

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



- Ask one or two students who have examples of good planning to share their ideas with the class.

### Sample Graphic Organizer



### Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

## Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will use share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Tell students that they can help their partners make sure their informative paragraphs provide good information and details.

**Your partner might be writing about an animal you do not know a lot about, so it is very important that his or her paragraph gives you good information. You can help your partner by showing him or her where more details are needed.**

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

Blackline master provided.

If I could own any pet in the world, I would own an iguana. To own an iguana, I would need to build it a special cage that had a tree and a heat lamp in it. I would also need to put a large tank of water in the cage. Iguanas like living near water. When they get scared, they jump in the water for safety. I want to make sure it is comfortable. Iguanas are herbivores. This means I will need to keep plenty of the plants, flowers, and fruits that it would like to eat. I might plant a special garden just to feed my iguana.

- Use **Think-Pair-Share** to have students identify what information might be missing from this paragraph. Randomly select a few students to share. *It does not tell why trees or a heat lamp are important for owning an iguana.*
- Use **Team Huddle** to have students discuss what information should be included in the paragraph. Use **Random Reporter** to select students to share.



**You are right. This paragraph does not provide details about why the author needs to make a special cage with a tree and a heat lamp. Let's think about what details the author should include. First, why do you think an iguana needs a heat lamp? What have we read about reptiles in the past two weeks? Reptiles are cold-blooded. They need the sun to stay warm. It will need a lamp to keep it warm. Great. That is a detail the author could include in the paragraph. I remember reading that iguanas are from South America, so it is also used to it being warm all the time. Why might it need a tree? Iguanas live in trees in the wild. Right. I think iguanas probably live in rainforests. They live in trees. The author probably knows that a tree would make the iguana more comfortable. This is also information the author should put in his or her paragraph.**

- Tell students to help their partners decide where they need to include more information or details in their paragraphs.
- 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.

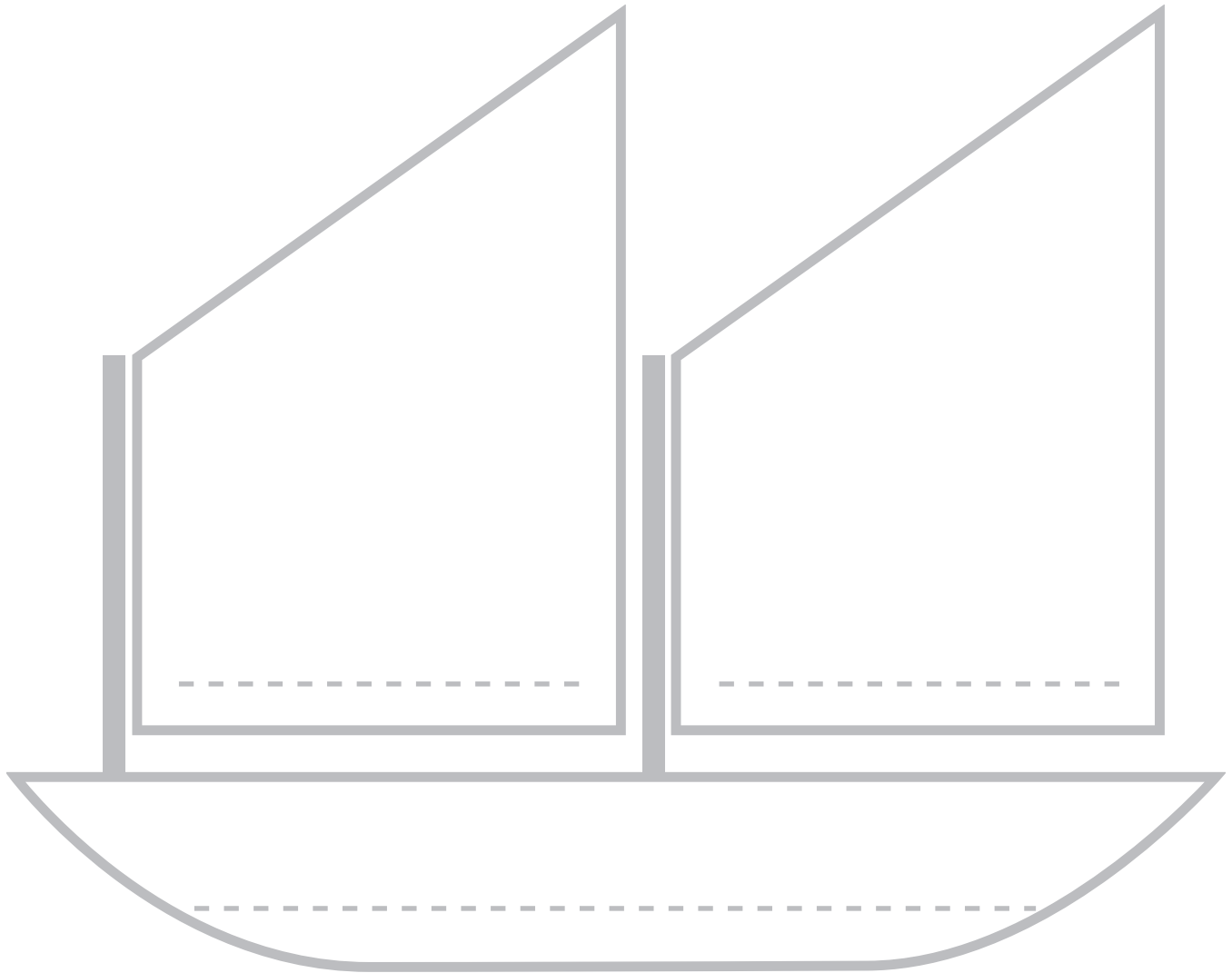
<b>Team Celebration Points</b>	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> <li>- <b>What is your team celebration score?</b></li> <li>- <b>How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

## **Sentence 1**

Northern plintoks can keep warm as they swim in the Arctic Ocean.

## **Sentence 2**

Bears hibernate during the winter, and then they wake in the spring.



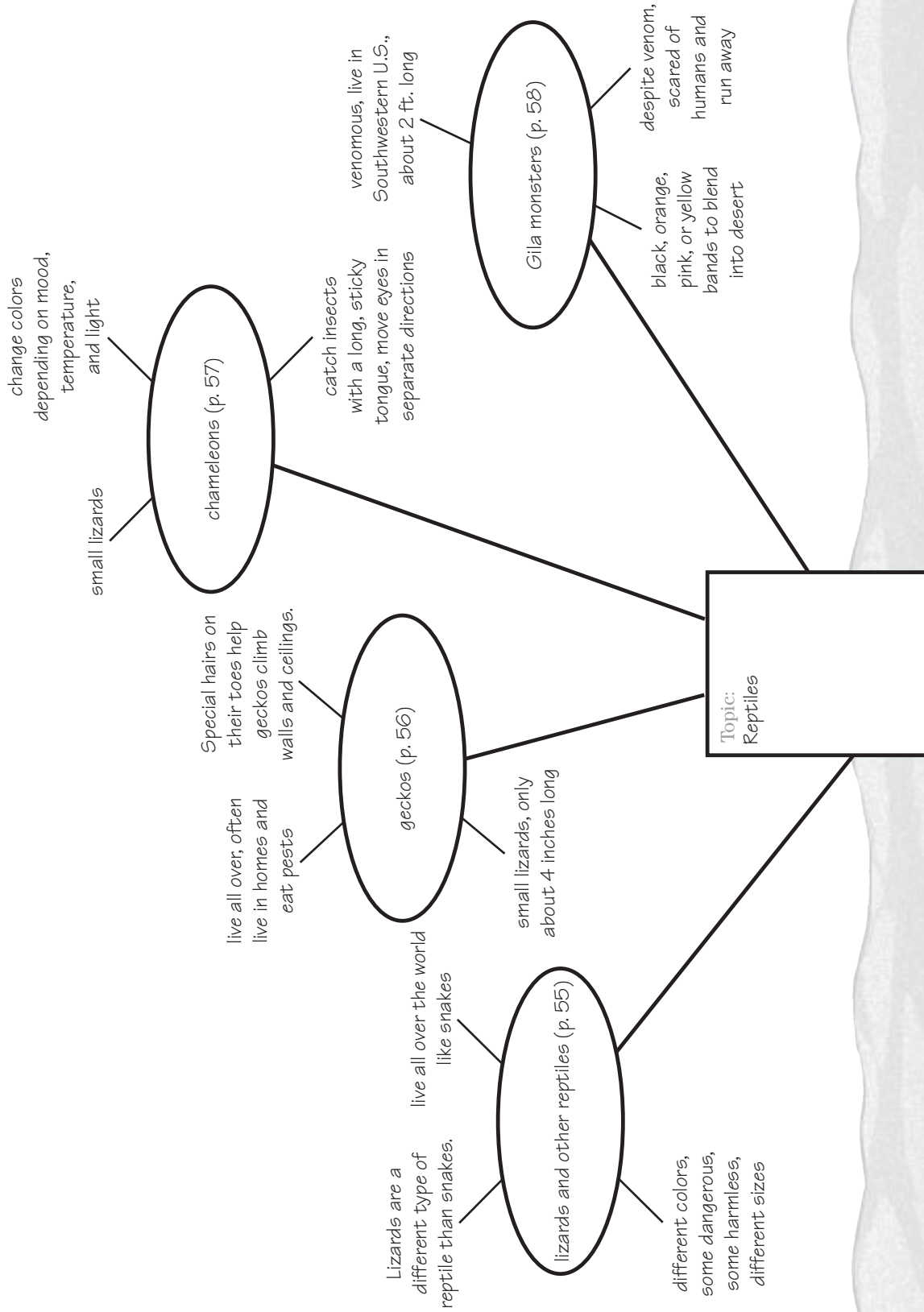
You need to take the right equipment with you when you go camping. First, you will need a tent. You will need to decide what size tent you need for camping. Tents always come with instructions to tell you how to make your tent. Another thing you will need is a sleeping bag. Do not be fooled by the weather! Summer nights can get chilly in some places. A sleeping bag will keep you warm and dry. It is important to pack enough clothes for your camping trip. Always bring layers of clothes and extras! If it rains, you will be glad to have something dry to wear. If it is colder than you expected, you will be happy to have layers to keep you warm. If it is warmer, you can always take off the layers. These three things will make your camping trip easier and more comfortable.

If I could own any pet in the world, I would own an iguana. To own an iguana, I would need to build it a special cage that had a tree and a heat lamp in it. I would also need to put a large tank of water in the cage. Iguanas like living near water. When they get scared, they jump in the water for safety. I want to make sure it is comfortable. Iguanas are herbivores. This means I will need to keep plenty of the plants, flowers, and fruits that it would like to eat. I might plant a special garden just to feed my iguana.



**Title:** All About Reptiles, cycle 2

# Idea Tree

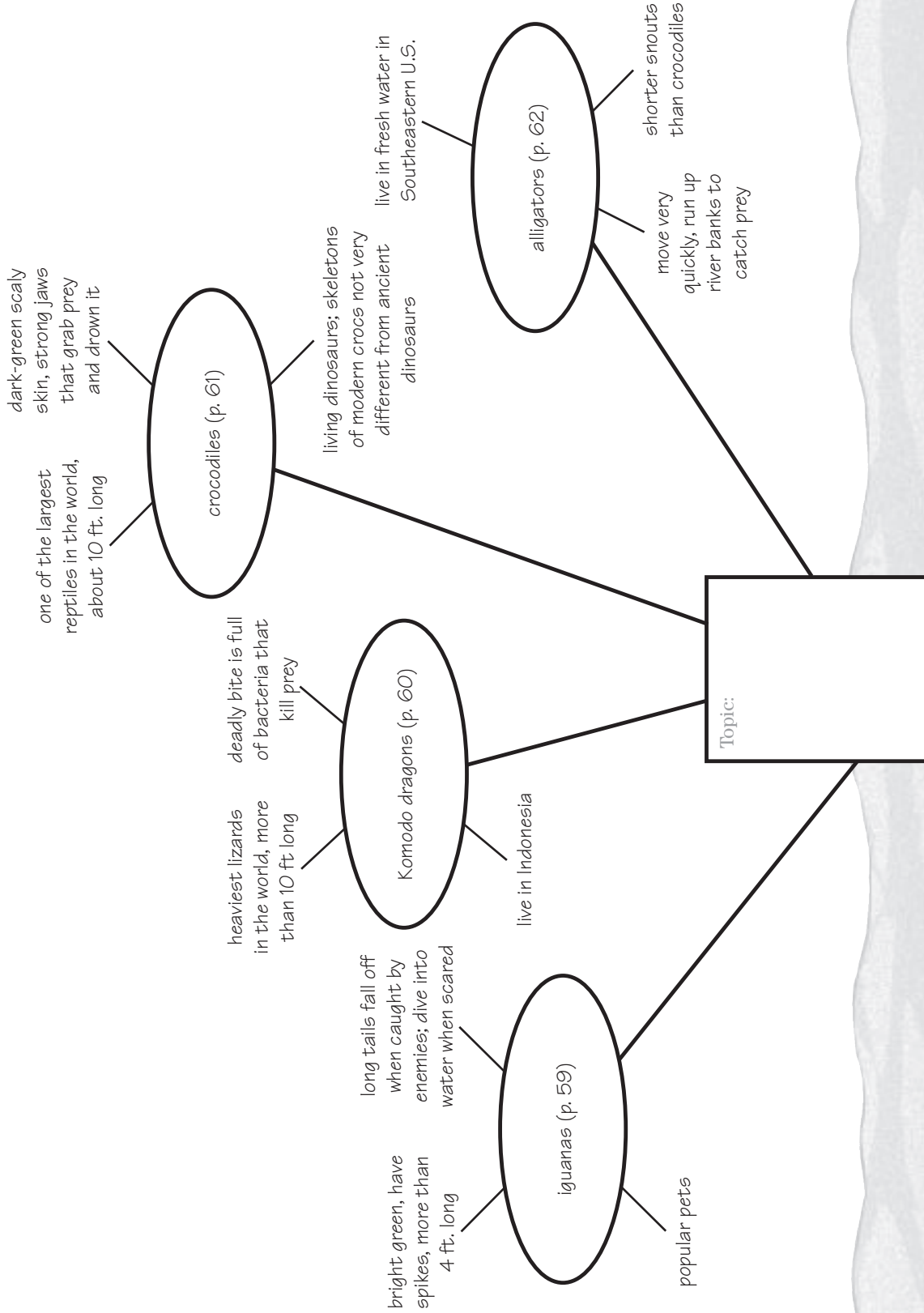




# Idea Tree



**Title:** All About Reptiles, cycle 2, cont.



## 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.

<b>LEVEL 2 / All About Reptiles</b>
<p><b>English Language Arts Standards: <i>Language</i></b></p> <p><b>Vocabulary Acquisition and Use</b></p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>
<p><b>English Language Arts Standards: <i>Reading: Foundational Skills</i></b></p> <p><b>Phonics and Word Recognition</b></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p><b>English Language Arts Standards: <i>Writing</i></b></p> <p><b>Text Types and Purposes</b></p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>





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# Clarifying Sticky Situations

## DAY 1

### Sticky's Challenge

Hi boys and girls,

I used to hate getting stuck on a word. But now that I've learned how to clarify words, I can get myself unstuck! I'll bet you're learning how to clarify too.

I want you to work in teams to clarify how to say the underlined words in sentences 1 and 2. Then see if your team can figure out the meaning of the underlined words in sentences 3 and 4. Don't forget to use your strategy cards!

Your friend,  
Sticky

#### **How do you say the underlined words?**

1. The migrating geese flew south, where it was warmer.
2. The nightingale lives deep in the forest and sings only at night.

#### **What do the underlined words mean?**

3. The robin plucked a worm from the grass and ate it.
4. The nimble cat jumped on the robin before it could fly away.

**DAY 2**

## Sticky's Challenge

Hi boys and girls,

I've been looking over Jack's shoulder as he reads the book about dinosaurs. It's a good book! There are some icky, sticky words in it, but I'll bet you and your partner can figure them out. Take turns reading the sentences in the paragraph below. Stop when you come to a word you don't know. Help each other with strategies to figure out how to say the word or what it means. Use the Clarifying Strategy Card to help you. Remember to reread the sentence to see if you figured out the word. If you and your partner are stuck, put a sticky note on the sticky word.

Your friend,  
Sticky

There were two kinds of dinosaurs. Some dinosaurs were plant-eaters or herbivores. The rest were meat-eaters or carnivores. Meat-eating dinosaurs came in many sizes, but their bodies all had a similar shape. All meat-eaters walked and ran on their two hind legs. They had two short arms with claws at the end of their fingers, and a long tail. They looked like very big, scary lizards! The first meat-eating dinosaur was the Eoraptor. It lived 225 million years ago. Most meat-eating dinosaurs were predators that hunted and killed other animals for food. Some were scavengers that ate the predator's leftovers. Plant-eating dinosaurs ate grass or leaves.



**DAY 3**

## Sticky's Challenge

Hi boys and girls,

My, you're getting to be such good clarifiers! Would you be my teammates and help me figure out the underlined words in my book *All About Birds*? Please clarify how to say them and what they mean. I know you can do it if you use your Clarifying Strategy Cards and work with your partners!

Your friend,  
Sticky

A large, brown pelican greedily devoured twenty fish. His belly was so full that he couldn't fly!

A peculiar bird is the pelican; its beak can hold more than its belly can!

The heron is a large bird that lives near water. Its wingspan is so wide that it has to perch at the very top of a tree.



## Maggie and Millie

Word	Identification Strategy	Definition	Sentence
<b>shelter</b>	chunk	place that keeps lost pets and often gives them away	Julio called the <i>shelter</i> to see if they had his missing dog.
<b>exclaimed</b>	base word + ending	shouted	“Ouch!” I <i>exclaimed</i> as I hit my thumb with a hammer.
<b>suppose</b>	chunk	think, figure	I <i>suppose</i> I’ll go to bed now, but I’m not really tired.
<b>wagging</b>	base word + ending	moving from side to side	The happy dog’s tail was <i>wagging</i> quickly.
<b>stern</b>	blend	serious, firm	Mrs. Robinson was a fair but <i>stern</i> teacher.
<b>rewarded</b>	base word + ending	gave a prize for good work or good behavior	Ming’s dad <i>rewarded</i> her with a candy bar because she kept her room clean.
<b>disappear</b>	chunk	vanish, go away	The magician made the rabbit <i>disappear</i> into thin air.
<b>traffic</b>	chunk	many cars on the road	Monte’s dad was late coming home because there was a lot of <i>traffic</i> .

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 9 (paragraph 1)	Page 9 (paragraph 1) or 11 (paragraphs 2–4)	Page 9 (paragraph 1), 11 (paragraphs 2–4), or 13 (paragraphs 1 and 2)

**DAY 1**

Team Talk

1. Where does Maggie's mother find the tiger? Why does she bring the tiger home?
2. What does the tiger do **after** Maggie says the name Lucy?
  - a. She stops purring.
  - b. She wags her tail.
  - c. She licks her paw.
  - d. She growls happily.
3. How does Maggie figure out how to name the tiger?
4. How can you tell that Millie likes her new name? Support your answer.

**DAY 2**

Team Talk

1. Where does Millie sleep at night?
  - a. near the bathroom
  - b. near the living room
  - c. near Maggie's bedroom
  - d. near the driveway outside
2. What causes Maggie to wake up in the middle of the night?
3. Which of these phrases means about the same as the word *whispered* on page 9?
  - a. shouted loudly
  - b. said quietly
  - c. spoke backwards
  - d. talked funny

Tell how you figured this out.
4. How do you think Millie helps Maggie at night? Support your answer.

**DAY 3**

Team Talk

1. Which of the following means the same as *scold* on page 11?
  - a. speak sadly
  - b. speak softly
  - c. speak quickly
  - d. speak angrily

Tell how you figured this out.

2. Who is proud of Maggie? How can you tell?
3. What will help Millie learn how to behave?
  - a. receiving rewards
  - b. being scolded
  - c. eating pancakes
  - d. whispered conversations
4. Why does Maggie want to show Millie the neighborhood?

**DAY 4**

Team Talk

1. Why is Maggie afraid?
2. Why is Millie looking up a tree?
3. Which of the following means about the same as *trotted* on page 13?
  - a. fell
  - b. crawled
  - c. jogged
  - d. slid

Tell how you figured this out. (Write-On)

4. What commands do you think Maggie will work on with Millie? Why?

**DAY 6**

<b>Writing Prompt</b>	<p>Imagine that Millie is your pet, and you want to make sure she does not get lost or scared in your neighborhood. Write a descriptive paragraph to prepare Millie for the sights she will see in your neighborhood. Begin your paragraph with an opening sentence that tells where you live and why you are writing this paragraph. Describe at least three things in your neighborhood. Think about landmarks that would be easy for Millie to recognize if she got lost. Use at least one adjective or descriptive word to describe each thing or landmark. End your paragraph with a closing sentence that restates the main idea of your paragraph.</p>	
<b>Scoring Guide</b>	You wrote a descriptive paragraph for Millie to tell her about your neighborhood.	<b>25 points</b>
	Your paragraph begins with an opening sentence that tells where you live and why you are writing the paragraph.	<b>10 points</b>
	You describe three things or landmarks in your neighborhood.	<b>15 points each (45 points maximum)</b>
	You use at least one adjective or descriptive word to describe each thing or landmark.	<b>5 points each (15 points maximum)</b>
	You end your paragraph with a closing sentence that restates the main idea.	<b>5 points</b>

## Grandpa John's Canes

Word	Identification Strategy	Definition	Sentence
<b>wooden</b>	chunk	made of wood, hard	The <i>wooden</i> monkey was carved out of a pine tree.
<b>traded</b>	base word + ending	swapped, gave for something else in return	I <i>traded</i> my chips for Darryl's cookies at lunch.
<b>present</b>	chunk	gift	Julie's birthday <i>present</i> was wrapped in shiny paper.
<b>prepare</b>	chunk	get ready, make	I always wash my hands before I begin to <i>prepare</i> dinner for my family.
<b>enjoy</b>	chunk	have fun, take joy in	I <i>enjoy</i> spending time with my friends.
<b>usually</b>	chunk	most of the time, often	Candice <i>usually</i> listens to her parents, but not today.
<b>lovely</b>	chunk	nice, pretty, pleasant	Tomas told a <i>lovely</i> story that made everyone smile.
<b>feathery</b>	chunk	soft and light	The clouds were so <i>feathery</i> that we could see through them.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 23 (paragraphs 1–3)	Page 23 (paragraphs 1–3) or 25 (paragraphs 1 and 2)	Page 23 (paragraphs 1–3), 25 (paragraphs 1 and 2), or 28 (paragraphs 1–3)

**DAY 1**

Team Talk

1. What does the narrator like most about visiting Grandpa John?
2. How are Grandpa John's canes different from one another?
3. Which answer best matches the meaning of the word *twinkle* on page 20?
  - a. dark
  - b. dull
  - c. shine
  - d. rough

Why do you think so? (Write-On)

4. Which is Grandpa John's favorite cane, and why?

**DAY 2**

Team Talk

1. Tell about the narrator's birthday present.
2. How is the narrator's new cane just like his father's cane?
3. Which of the following means almost the same as *listened* on page 23?
  - a. heard
  - b. watched
  - c. stood
  - d. marched

Tell why you think so. (Write-On)

4. What problem does the narrator have?
  - a. He doesn't like the cane he receives.
  - b. He accidentally breaks his cane.
  - c. He doesn't have a cane for the parade.
  - d. He has no use for the cane.

Skill Practice

**Write the words in your journal. Then circle the consonant blends, and read each word.**

1. pride
2. pretty
3. prince
4. prop



Building Meaning	wooden	traded	present	prepare
	enjoy	usually	lovely	feathery
<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>6. Draw a picture to show your understanding of the word <i>wooden</i>.</p>				

### DAY 3

Team Talk	<p>1. How is dinner this Fourth of July different from dinner during past holidays?</p> <ol style="list-style-type: none"> <li>It's before the parade.</li> <li>It's full of fireworks.</li> <li>It's not as fun.</li> <li>It's the best ever.</li> </ol> <p>2. Which of the following means about the same as the word <i>excused</i> on page 25?</p> <ol style="list-style-type: none"> <li>ordered to leave</li> <li>made to stay</li> <li>asked to stay</li> <li>allowed to leave</li> </ol> <p>Tell why you think so. (Write-On)</p> <p>3. Why does the narrator go to the extra room?</p> <p>4. In one or two sentences, tell how Grandpa John helps the narrator feel better.</p>
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Skill Practice	<p><b>Write the words in your journal. Then circle the consonant blends, and read each word.</b></p>
	<p>1. trick      2. truck      3. pretend      4. trust</p>

Building Meaning	wooden	traded	present	prepare
	enjoy	usually	lovely	feathery
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Which of the following would you <u>usually</u> see if you went to the circus?</p> <p>a. dump truck</p> <p>b. a cactus</p> <p>c. a beetle</p> <p>d. an elephant</p>			
Practice Lists	<b>Group 1</b>			
	price	preach	prank	
	tree	treat	trap	
	trade	pressed	tricked	
<b>Group 2</b>				
prune	made	try		
part	trail	over		
new	price	true		

**DAY 4**

## Team Talk

1. Which character is Mrs. Ferguson talking to when she says, "Mr. Dorsey"?
  - a. Grandpa John
  - b. Tommie
  - c. Tommie's mom
  - d. Dad
  
2. Which of the following means about the same as *produced* on page 28?
  - a. showed
  - b. fixed
  - c. gave
  - d. created

Tell why you think so. (Write-On)

3. How does Mrs. Ferguson get the cane?
4. Why is Mrs. Ferguson important to the story?

## Skill Practice

**Write the words in your journal. Then circle the consonant blends, and read each word.**

1. prime
2. subtract
3. apron
4. training

## Building Meaning

wooden	traded	present	prepare
enjoy	usually	lovely	feathery

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
6. Which of the following would you not usually see if you went to the circus?
  - a. a clown
  - b. a tiger
  - c. a city
  - d. a big tent

On My Own	part	treat	price
	new	trade	over
	present	trail	made

**DAY 6**

Writing Prompt	<p>Pretend that you are Tommie. Mrs. Ferguson has just done something very nice for you by fixing your special birthday cane. Write her a thank-you note to thank her for saving your cane. The first sentence of your thank-you note should tell why you are thanking her. Tell Mrs. Ferguson why you are so thankful for your cane being in one piece again. Tell Mrs. Ferguson how you plan to use your cane in the future. Think about what Tommie loves about his Grandpa John's canes and stories. Remember to include all the parts of a thank-you note in your letter (date, greeting, body, closing, and signature).</p>
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Scoring Guide	You wrote a thank-you note to Mrs. Ferguson to thank her for fixing your special birthday cane.	<b>20 points</b>
	The first sentence tells Mrs. Ferguson why you are thanking her.	<b>25 points</b>
	You explain why you are thankful that she repaired your special birthday cane.	<b>25 points</b>
	You tell Mrs. Ferguson how you plan to use your cane in the future.	<b>25 points</b>
	Your thank-you note is written in the form of a letter (a date, a greeting, a body, a closing, and a signature).	<b>5 points</b>

## Apes Are Great!

Word	Identification Strategy	Definition	Sentence
<b>covered</b>	base word + ending	coated	The hills were <i>covered</i> with snow all winter.
<b>prefer</b>	chunk	favor	I <i>prefer</i> to play baseball, but softball is okay too.
<b>head</b>	blend	leader	My mom is the <i>head</i> of the household, so she makes all the rules.
<b>weaker</b>	chunk	less strong	The <i>weaker</i> athlete couldn't carry the weight that his stronger friend could.
<b>clever</b>	chunk	smart	My dog is so <i>clever</i> that she figured out how to open the back door and let herself out.
<b>harmed</b>	base word + ending	hurt, injured	Dalia's cat <i>harmed</i> its leg when it fell from the high tree branch.
<b>threat</b>	blend	danger	Flooding is always a <i>threat</i> when it rains too much for several days.
<b>difficult</b>	chunk	hard	The test took Jules awhile because it was full of <i>difficult</i> math problems.

Fluency in Five	DAY 2	DAY 3	DAY 4
	Page 40	Page 40 or 37	Page 40, 37, or 41

## DAY 1

Team Talk

1. Which of the following is the main idea of page 34?
  - a. drinking milk
  - b. What are mammals?
  - c. Why am I hairy?
  - d. hairy arms

What clues lead you to this main idea? (Write-On)

2. How are your hands and the hands of an ape similar?
3. Why do you think most apes like living with other apes? Support your answer.
4. The pictures on page 37 show you—
  - a. what trees apes plant.
  - b. how apes make their beds.
  - c. your local grocery store.
  - d. foods that apes eat.

## DAY 2

Team Talk

1. Which of the apes is the smallest? How do you know?
2. How are orangutans different from the other apes?
3. Which of the following is the main idea of page 40?
  - a. why hunters hunt apes
  - b. why apes have no enemies
  - c. how people cut down forests
  - d. how people hurt apes

What clues lead you to this main idea? (Write-On)

4. Why can apes help us learn about ourselves?
  - a. They are fascinating.
  - b. They are our closest relatives.
  - c. They live in local zoos.
  - d. They are protected and loved.

## Skill Practice

**Write the words in your journal. Then draw a ship's wheel above the *r*-controlled vowels, and read each word.**

1. ark    2. tart    3. bar    4. tarp

## Building Meaning

covered

prefer

head

weaker

clever

harmed

threat

difficult

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
6. Choose the word that best fits in the blank.  
The \_\_\_\_\_ fox tricked the dogs by hiding in a hole on the other side of the creek.

**DAY 3**

## Team Talk

1. Which of the following is a detail that supports the main idea of what a mammal is?
- Mammals are covered with hair.
  - Mammals lay eggs like birds.
  - Mammals do not drink milk.
  - Mammals have cold blood.

Tell two other details that support this main idea. (Write-On)

2. What does the text box on page 35 tell you?
- how to pick up things with your toes
  - what the word *opposable* means
  - why apes are good at climbing trees
  - how to make the okay sign
3. How do orangutans live differently from other apes?
4. What may happen if a mother ape becomes injured or dies?

<b>Skill Practice</b>	<p><b>Write the words in your journal. Then draw a ship's wheel above the r-controlled vowels, and read each word.</b></p> <p>1. finger    2. artist    3. serve    4. ranger</p>
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<b>Building Meaning</b>	covered	prefer	head	weaker
	clever	harmed	threat	difficult
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank.                  Whenever Carrie comes across a _____ homework problem, she skips it and goes back to it later.</p>			

<b>Practice Lists</b>	<b>Group 1</b>		
	arm	person	scarf
	guard	barber	brother
	ladder	cart	clover
	<b>Group 2</b>		
person	sing	cart	
both	brother	which	
scarf	goes	guard	



**DAY 4**

## Team Talk

1. How are chimpanzees and bonobos alike?
2. Which of the following is a detail that supports the main idea that humans hurt apes?
  - a. Other jungle animals don't hurt apes.
  - b. Mountain gorillas are the largest.
  - c. Humans cut down their forest homes.
  - d. Apes have many natural enemies.

Tell two more details that support this main idea. (Write-On)

3. Where can you go to see apes close up easily?
  - a. Africa
  - b. the zoo
  - c. Asia
  - d. the jungle
4. Use the following ideas from *Apes Are Great!* to summarize the text.
 

Apes are like humans.

Apes work together.

Apes need our help.

## Skill Practice

**Write the words in your journal. Then draw a ship's wheel above the *r*-controlled vowels, and read each word.**

1. article    2. hunger    3. suffer    4. harden

## Building Meaning

covered	prefer	head	weaker
clever	harmed	threat	difficult

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

I like chocolate cake, but I \_\_\_\_\_ eating yellow cake with strawberry frosting.

On My Own	sing	clover	arm
	both	ladder	goes
	barber	which	brother

**DAY 6**

Writing Prompt	<p>Humans are the biggest threat to apes. Hunters harm apes, and people cut down their forests. Write a persuasive paragraph that tells why humans should work hard to save apes. Begin your paragraph with an opening sentence that states your opinion. Give at least two reasons why we should protect apes. Use your text to provide facts that support your opinion. Tell at least one thing you think humans could do to save apes. End your paragraph with a sentence that restates the main idea. Remember to write your ideas in complete sentences.</p>
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Scoring Guide	You wrote a persuasive paragraph about protecting apes.	<b>25 points</b>
	You begin your paragraph with an opening sentence that states your opinion.	<b>15 points</b>
	You give at least two reasons we should protect apes, using facts from the text.	<b>15 points each (30 points maximum)</b>
	You tell at least one thing humans could do to save the apes.	<b>15 points</b>
	You end your paragraph with a sentence that restates the main idea.	<b>10 points</b>
	The paragraph is written in complete sentences.	<b>5 points</b>

## All About Reptiles

Word	Identification Strategy	Definition	Sentence
<b>cozy</b>	chunk	comfortable	The soft and warm quilt makes my bed very <i>cozy</i> on a cold night.
<b>certain</b>	chunk	sure	I was so <i>certain</i> I knew the answer that I was surprised when I got it wrong.
<b>warmth</b>	blend	heat	I like the <i>warmth</i> of a nice bath instead of a cold shower.
<b>nearby</b>	compound word	close	I smelled horses and hay, so I knew a ranch was <i>nearby</i> .
<b>terrible</b>	chunk	very bad	The <i>terrible</i> thunderstorm made my dog hide under the bed the whole night.
<b>hatch</b>	blend	be born, especially from an egg	It was an exciting day in our classroom when we watched the baby chicks <i>hatch</i> .
<b>harmless</b>	chunk	not dangerous	The <i>harmless</i> dog never so much as growled at anyone.
<b>causing</b>	base word + ending	creating	To stop her brother from <i>causing</i> problems, Joni decided to read him his favorite story.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 51 (paragraph 1)	Page 51 (paragraph 1) or 48 (paragraphs 2 and 3)	Page 51 (paragraph 1), 48 (paragraphs 2 and 3), or 52 (paragraphs 2 and 3)

## DAY 1

Team Talk

1. Which of these words means about the same as the word *types* on page 46?
  - a. moves
  - b. kinds
  - c. snakes
  - d. reptiles

Tell how you figured this out. (Write-On)

2. Look at the picture of the water moccasin on page 47. Why might these snakes be called cottonmouths?
  - a. Their mouths are fluffy like cotton.
  - b. Their fangs are soft like cotton.
  - c. Their mouths are white like cotton.
  - d. Their favorite food is cotton.
3. What is the main idea of page 48? What clues help you figure this out?
4. Why do people in Africa stay away from black mamba snakes?

**DAY 2**

## Team Talk

1. Which of the following means about the same as the word *constrictors* on page 51?
  - a. snake that bites
  - b. snake that swallows
  - c. snake that squeezes
  - d. snake that sways

Tell how you figured this out. (Write-On)

2. How are boa constrictors different from anacondas?
3. What is the main idea of page 52? What clues help you figure this out?
4. Why should you leave garter snakes alone?
  - a. They aren't causing any harm.
  - b. They are very venomous.
  - c. They are the largest snakes.
  - d. They aren't very friendly to people.

## Skill Practice

**Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.**

1. produce
2. basic
3. social
4. nature

## Building Meaning

cozy	certain	warmth	nearby
terrible	hatch	harmless	causing

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
6. Choose the word that best fits in the blank.  
Just to be \_\_\_\_\_, the chef checked to see that the oven was off before he went home.

**DAY 3**

Team Talk

1. What is the purpose of the text feature on page 46?
  - a. It tells you how to pick up venomous snakes.
  - b. It explains why venomous snakes have slanted pupils.
  - c. It convinces you to find snakes with round pupils.
  - d. It shows you the differences in snakes' eyes.
2. Tell two details that support the main idea of rattlesnakes on page 48.
3. Which of the following means about the same as the word *alert* on page 48?
  - a. silly
  - b. missing
  - c. aware
  - d. wrong

Tell how you figured this out. (Write-On)

4. How are the names of cottonmouths and black mambas the same?

Skill Practice

**Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.**

1. because      2. April      3. moment      4. paper

Building Meaning

cozy	certain	warmth	nearby
terrible	hatch	harmless	causing

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
6. Choose the word that best fits in the blank.  
 My neighbor's dog has a scary-sounding bark, but we all know he is \_\_\_\_\_ and gentle.

Practice Lists	<b>Group 1</b>		
	baby	notice	enough
	belong	spider	receive
	cocoa	direct	behind
	<b>Group 2</b>		
	receive	all	direct
get	cocoa	ride	
spider	once	notice	

### DAY 4

Team Talk	<ol style="list-style-type: none"> <li>1. Why do some python owners let their pets free in the wild?             <ol style="list-style-type: none"> <li>a. The snakes get too big for their homes.</li> <li>b. The snakes get ugly as they grow older.</li> <li>c. The snakes are expensive pets.</li> <li>d. They don't like that the snakes constrict.</li> </ol> </li> <li>2. Which of the following means the same as the word <i>tiny</i> on page 53?             <ol style="list-style-type: none"> <li>a. strong</li> <li>b. large</li> <li>c. small</li> <li>d. scared</li> </ol> </li> </ol> <p style="margin-left: 2em;">Tell how you figured this out. (Write-On)</p>
	<ol style="list-style-type: none"> <li>3. Why do you think garter snakes live everywhere in the United States except Hawaii? Support your answer.</li> </ol>
	<ol style="list-style-type: none"> <li>4. Use the important ideas from this list to help you summarize <i>All About Reptiles</i>.             <p style="margin-left: 2em;">Some snakes have venom that can harm you, and some do not.</p> <p style="margin-left: 2em;">Some snakes are harmless and help people take care of pests.</p> <p style="margin-left: 2em;">Snakes often scare people because people do not know about them.</p> </li> </ol>

<b>Skill Practice</b>	<p><b>Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.</b></p> <p>1. station    2. minus    3. beside    4. broken</p>			
<b>Building Meaning</b>	cozy	certain	warmth	nearby
	terrible	hatch	harmless	causing
<b>Building Meaning</b>	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank.                  There is a farm _____, so my family can always get fresh eggs and vegetables to eat.</p>			
<b>On My Own</b>	get receive belong	enough once all	cocoa ride notice	

### DAY 6

<b>Writing Prompt</b>	<p>Snakes live all over the United States. Even if you have never seen a snake in your neighborhood, you might see them if you travel somewhere. Write a safety poster to help your family stay safe from snakes. Give your poster a title that tells the main idea. Write at least one sentence that tells why it is important to learn about staying safe from snakes. Use information from this cycle’s reading to write at least three safety tips about snakes. Provide at least one detail for each safety tip that tells why it is important to follow that tip. Remember to number your safety tips, and begin each tip with a verb or phrase that tells an action to take. If you have time after writing the information for your poster, draw some pictures for your poster to show how to stay safe.</p>
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<b>Scoring Guide</b>	You created a safety poster to tell how to stay safe from snakes.	<b>20 points</b>
	You include a heading that states the main idea of the poster and at least one sentence that explains why it is important to stay safe from snakes.	<b>10 points</b>
	You include three tips that tell how to stay safe from snakes.	<b>15 points each (45 points maximum)</b>
	You provide at least one detail for each safety tip that tells why it is important to follow that tip.	<b>5 points each (15 points maximum)</b>
	You number your safety tips and begin each tip with a verb or phrase that tells an action.	<b>10 points</b>



## All About Reptiles

Word	Identification Strategy	Definition	Sentence
<b>damp</b>	blend	a little wet	It didn't rain very long, so the grass was only <i>damp</i> .
<b>welcome</b>	chunk	invite in	Grandma says that she'll always <i>welcome</i> me whenever I come for a visit.
<b>pests</b>	base word + ending	bothersome creatures	<i>Pests</i> , such as ants and bees, can really ruin a picnic.
<b>elastic</b>	chunk	stretchy, flexible	Maura's mom always said Maura had <i>elastic</i> legs since they seemed so bouncy and rubbery.
<b>actually</b>	chunk	really	Juanita didn't think she had done well in the pie-baking contest, but she <i>actually</i> won first prize.
<b>lurk</b>	blend	hide	Niall didn't like going into the basement because he was afraid of what might <i>lurk</i> in the dark.
<b>bursts</b>	base word + ending	sudden movements or events	Gabby couldn't tell what the <i>bursts</i> of light that she saw coming from the woods were.
<b>outrun</b>	compound word	run faster than	Joe always finishes the race first because he can <i>outrun</i> everyone else.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 61 (paragraph 1)	Page 61 (paragraph 1) or 58 (paragraphs 1 and 2)	Page 61 (paragraph 1), 58 (paragraphs 1 and 2), or 62

## DAY 1

Team Talk

1. Which answer best matches the meaning of the word *cling* on page 56?
  - a. follow
  - b. ignore
  - c. hang
  - d. fall

Why do you think so? (Write-On)

2. Which of the following is not a reason chameleons change color?
  - a. to show they are angry
  - b. to hide from their enemies
  - c. when the weather gets warm
  - d. when it gets dark outside
3. How does the picture of the United States help you learn more about Gila monsters?
4. What is the main idea of page 59? What clues help you figure this out?

**DAY 2**

Team Talk

1. What happens if an animal comes too near the water to drink when a crocodile is nearby?
2. Which answer best explains the meaning of the phrase “fresh water” on page 62?
  - a. water without salt
  - b. water with a lot of salt
  - c. water that moves fast
  - d. water that is still

Why do you think so? (Write-On)
3. How can you tell alligators and crocodiles apart?
4. What does the author try to convince you to do in the last paragraph on page 63?
  - a. to get garter snakes and geckos
  - b. to read more about reptiles
  - c. to buy an iguana for a pet
  - d. to travel to see Komodo dragons

Skill Practice

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

1. doghouse      2. football      3. bedroom      4. sunflower

Building Meaning

damp	welcome	pests	elastic
actually	lurk	bursts	outrun

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
6. Choose the word that best fits in the blank.  
Sal did not look forward to doing his math homework, but he \_\_\_\_\_ found it easy once he got started.

**DAY 3**

Team Talk

1. Which of the following helps geckos climb on walls and ceilings?
  - a. suction cups
  - b. sticky glue
  - c. tiny hairs
  - d. dirty walls
  
2. Why do you think a chameleon’s tongue has to move fast to catch a meal? Support your answer.
  
3. Which answer best matches the meaning of the word *scurry* on page 58?
  - a. crawl slowly
  - b. run fast
  - c. fly away
  - d. roll over

Why do you think so? (Write-On)
  
4. Tell at least two details that support the main idea of iguanas on page 59.

Skill Practice

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

1. sandpaper      2. raincoat      3. hallway      4. sunroom

Building Meaning

damp	welcome	pests	elastic
actually	lurk	bursts	outrun

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
  
6. Choose the word that best fits in the blank.  
 Normally I like my dogs, but they are such \_\_\_\_\_ when they beg for food at the table.

Practice Lists	<b>Group 1</b>		
	eyeball	workshop	flowerpot
	wristwatch	pigpen	snowball
	boxcar	inchworm	housefly
	<b>Group 2</b>		
	snowball	housefly	seen
better	eyeball	pay	
low	workshop	pigpen	

**DAY 4**

Team Talk	<ol style="list-style-type: none"> <li>1. Have crocodiles changed a lot since the time of the dinosaurs? Why or why not?</li> <li>2. If you spot a large reptile in the southeastern United States, you are most likely seeing a(n)— <ol style="list-style-type: none"> <li>a. iguana.</li> <li>b. crocodile.</li> <li>c. alligator.</li> <li>d. Komodo dragon.</li> </ol> </li> <li>3. Which of the following means about the same as <i>huge</i> on page 63? <ol style="list-style-type: none"> <li>a. large</li> <li>b. loud</li> <li>c. small</li> <li>d. quite</li> </ol> <p>Tell why you think so. (Write-On)</p> </li> <li>4. Use the important ideas from this list to help you summarize <i>All About Reptiles</i>. <p>Some lizards are harmless and help people.</p> <p>Many larger reptiles are not afraid of people.</p> <p>People can read more to become less afraid.</p> </li> </ol>
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<b>Skill Practice</b>	<p><b>Write the compound words in your journal. Then write the two words that make up each compound word. Draw a sailboat if you need help.</b></p> <p>1. sandcastle      2. daydream      3. mountaintop      4. streetlight</p>
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<b>Building Meaning</b>	damp	welcome	pests	elastic
	actually	lurk	bursts	outrun
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank. Paolo could run with such _____ of speed that no one could keep up with him on the soccer field.</p>			

<b>On My Own</b>	low	flowerpot	snowball
	pigpen	wristwatch	seen
	inchworm	better	boxcar

**DAY 6**

<b>Writing Prompt</b>	<p>Even though a lot of people keep reptiles as pets, they are still very unusual and different! If you could keep any animal in the world for a pet, what would you keep? Write an informative paragraph about the animal you would keep for a pet to share with your classmates. Begin your paragraph with an opening sentence that introduces the animal you want for a pet. Provide three pieces of information about the animal. Think about what you would need to feed the animal or whether you would need to build a special home for it. Provide at least one detail for each piece of information, explaining why this is important. Write a closing sentence that restates the main idea of your paragraph.</p>
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Scoring Guide	You wrote an informative paragraph about an animal you would like to keep for a pet.	<b>20 points</b>
	You begin your paragraph with an opening sentence that tells what animal you want for a pet.	<b>10 points</b>
	You provide at least three pieces of information about this animal.	<b>15 points each (45 points maximum)</b>
	You provide at least one detail for each piece of information explaining why it is important.	<b>5 points each (15 points maximum)</b>
	You end your paragraph with a closing sentence that restates the main idea.	<b>10 points</b>





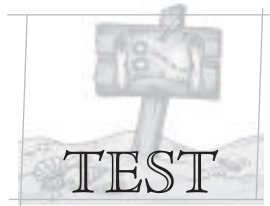


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Apes Are Great!.....	T-11
All About Reptiles .....	T-15





## Comprehension Questions

Read *Rodeos*, and answer the following questions.

### Rodeos

Cowboys today often participate in rodeos. Rodeos can be held in indoor or outdoor arenas. The arenas are usually dirt-covered circles of ground. Rodeos include many different events. There are some bull-riding events. There are some bull-roping events. Events can be judged or timed. Winners of the events usually win money as a prize. Both cowboys and cowgirls take part in rodeos.

An important part of rodeos are rodeo clowns. Rodeo clowns protect cowboys and cowgirls when they are bucked off a bull. The rodeo clowns distract the bulls so the animals move away from the riders. Being a rodeo clown is a dangerous job. Many people think rodeos are also dangerous to the animals. Many groups protest rodeos and stand up for the animals' rights.

1. While reading, you should use a sticky note—
  - a. to mark something you don't understand.
  - b. to mark a repeated word.
  - c. when your teacher tells you to.
  - d. to mark an exciting part.
  
2. When you chunk a word to pronounce it, you—
  - a. skip over the word.
  - b. ask your partner to pronounce it.
  - c. break the word into parts and pronounce each part.
  - d. put a check on the sticky note.

3. If a clarifying strategy does not work, you should—
  - a. tell the teacher.
  - b. ask your partner.
  - c. try another strategy.
  - d. skip the word.
  
4. “Cowboys today often participate in rodeos.” The word *participate* means—
  - a. take apart.
  - b. take part in.
  - c. look into.
  - d. look around.

Circle the strategies you used to figure out the meaning of *participate*:

reread

read on

used a clue in the text

used background knowledge

made a mind movie



5. “The rodeo clowns distract the bulls so the animals move away from the riders.” The word *distract* means—
- confuse.
  - ignore.
  - chase.
  - move.

Circle the strategies you used to figure out the meaning of *distract*:

reread

read on

used a clue in the text

used background knowledge

made a mind movie

6. “Many groups protest rodeos and stand up for animals’ rights.” The word *protest* means—
- give up.
  - support.
  - complain about.
  - go to.

Circle the strategies you used to figure out the meaning of *protest*:

reread

read on

used a clue in the text

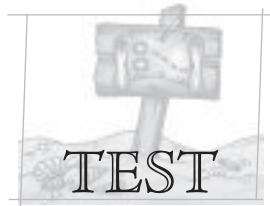
used background knowledge

made a mind movie

7. Why is it important to stop reading when you don’t understand something?

8. How can rereading a confusing part help you understand it?





## Comprehension Questions

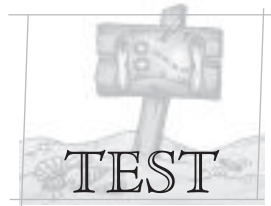
Read pages 14 and 15 of *Maggie and Millie*, and answer the following questions.

1. Where does Millie come from?
2. What happens when Maggie takes Millie on a walk?
3. Which of the following means the same as *control* on page 14?
  - a. guide
  - b. follow
  - c. answer
  - d. throw

Tell how you figured this out.

4. Do you think Maggie will scold Millie much more? Why or why not?
5. At the end of the story, Maggie is—
  - a. scared.
  - b. relieved.
  - c. lonely.
  - d. happy.





## Comprehension Questions

Read page 29 of *Grandpa John's Canes*, and answer the following questions.

1. Tell how Tommie's cane and his father's cane are the same.
2. What happens to Tommie's cane? Tell how the problem is solved.
3. Which of the following means about the same as *invited* on page 29?
  - a. asked to come inside
  - b. asked to leave
  - c. told to go away
  - d. told to come insideTell why you think so.
4. What stories does Mrs. Ferguson tell?
5. Which of the following will probably happen next year?
  - a. Grandpa John won't give out any more canes.
  - b. Tommie will break another cane.
  - c. Tommie will tell his own cane story.
  - d. Tommie will skip the family trip to Grandpa John's.

## Word Power

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

### Skill Questions

**Write the words. Then circle the consonant blends.**

1. printer    2. tricks    3. prom    4. tray

### Building Meaning

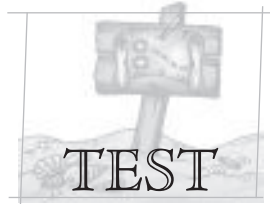
wooden	traded	present	prepare
enjoy	usually	lovely	feathery

5. Write a meaningful sentence for the word *enjoy*.
6. Ryan \_\_\_\_\_ his baseball cards for Paul's pet turtle.
7. The wooden doll house was one of Ann Marie's favorite toys. *Wooden* means—
- a. made of wood.
  - b. made of steel.
  - c. made of glass.
  - d. made of rubber.
8. Mollie gave her mother flowers and a very nice present for Mother's Day. *Present* means—
- a. lift.
  - b. gift.
  - c. give.
  - d. get.

9. Before going to bed, Jess \_\_\_\_\_ brushed his teeth.
10. Tawanda and her mom had a lovely afternoon baking cookies together.  
*Lovely* means—
- a. shy.
  - b. mean.
  - c. nice.
  - d. slow.
11. Dad gathered all of his tools together to \_\_\_\_\_ to build the bird house.
12. The beautiful flowers looked light and feathery from far away.  
*Feathery* means—
- a. big and clear.
  - b. hard and dark.
  - c. small and dark.
  - d. soft and light.







## Test Passage

**Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.**

Jane Goodall has loved animals since she was young. She dreamed of going to Africa to learn about chimpanzees. Jane got her wish. She went to Africa and found a group of chimpanzees to study. She learned a lot from them.

Jane saw chimpanzees use tools to get food. They used sticks to get insects out of nests. This was a surprise. People thought only humans use tools. Jane still studies chimpanzees. She teaches others about them. She wants to help chimpanzees.

## 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 you to study chimpanzees in Africa
  - b. to show you how chimpanzees hunt for food
  - c. to inform you about what Jane Goodall has done
  - d. to entertain you with Jane Goodall's funny stories

How do you know?

- |   |
|---|
| <ol style="list-style-type: none"> <li>3. What is the main idea of the second paragraph in the passage?<br/>Support your answer.</li> </ol> |
|---|

4. Use the following ideas to summarize the passage about Jane Goodall.

Jane Goodall loves animals.

Jane went to Africa.

Jane helps chimpanzees.

## Word Power

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

### Skill Questions

**Write the words. Then draw a ship's wheel above the *r*-controlled vowels.**

1. department    2. stranger    3. toward    4. service

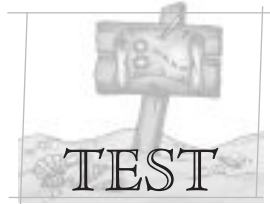
### Building Meaning

covered	prefer	head	weaker
clever	harmed	threat	difficult

5. Write a meaningful sentence for the word *weaker*.
6. Lucky for Nina, her mother's favorite dish wasn't \_\_\_\_\_ when Nina set it down roughly on the table.
7. Since we live with my grandmother, she is the head of the family.  
*Head* means—
- a. follower.
  - b. player.
  - c. caller.
  - d. leader.

8. Rabbits are the biggest \_\_\_\_\_ to the carrots in my garden this year.
9. Sam covered his face in stage makeup so he would look more like a cat. *Covered* means—
- a. cleaned.
  - b. coated.
  - c. removed.
  - d. revealed.
10. Choosing new shoes was a \_\_\_\_\_ decision, but I think I chose the best pair I could get.
11. The clever crow waited for the woman to turn her head before he snatched a piece of bread from her sandwich. *Clever* means—
- a. embarrassed.
  - b. silly.
  - c. smart.
  - d. troublesome.
12. I would \_\_\_\_\_ to play miniature golf, but since it looks like rain, we'll see a movie instead.





## Test Passage

**Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.**

Snakes, lizards, and other reptiles are cold-blooded. They cannot stay warm or cool on their own. They need the sun to get warm. Reptiles bask in the sun by lying on rocks or other sunny places. They sit still until their bodies are warm enough. Then they can move around to hunt. That's why many reptiles like living in deserts.

When it is cold outside, reptiles move around slowly. They do not have fur to keep them warm. They just hide until the sun comes out again.

Source: [coolcosmos.ipac.caltech.edu/image\\_galleries/ir\\_zoo/coldwarm.html](http://coolcosmos.ipac.caltech.edu/image_galleries/ir_zoo/coldwarm.html)

## Comprehension Questions

**Use your graphic organizer to answer the following questions.**

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
  - a. to persuade me to buy a cold-blooded pet
  - b. to inform me about being cold-blooded
  - c. to explain how to bask in the warm sun
  - d. to entertain me with stories about reptiles

How do you know?

- |   |
|---|
| <ol style="list-style-type: none"> <li>3. What does the word <i>bask</i> mean in the passage? Tell how you figured this out.</li> </ol> |
|---|

4. Use the important ideas from the list to help you summarize the text.

Need the sun to stay warm

They hunt for food when their bodies are warm.

Stay hidden when it is cold outside

## Word Power

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

### Skill Questions

**Write the words. Then chunk each word by drawing a paddle between the word parts.**

1. between    2. music    3. recess    4. police

### Building Meaning

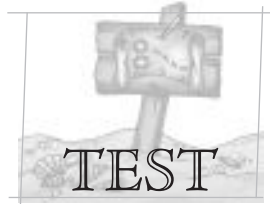
cozy	certain	warmth	nearby
terrible	hatch	harmless	causing

5. Write a meaningful sentence for the word *hatch*.
6. Lightning hit the old tree, \_\_\_\_\_ a fire that killed many other trees in the forest.
7. The baby made a terrible face when she got her first taste of the medicine for her cold. *Terrible* means—
- a. very cute.
  - b. very happy.
  - c. very quiet.
  - d. very bad.

8. The \_\_\_\_\_ of the fire made the travelers very happy after walking outside in the cold all day.
9. I felt very cozy wearing a heavy sweatshirt, warm pajama pants, and my fluffy slippers. *Cozy* means—
- stubborn.
  - comfortable.
  - sloppy.
  - gorgeous.
10. Living \_\_\_\_\_ the fire station means we hear a lot of sirens at all times of the day and night.
11. Hector had trained all month, so he was certain he would run fast at the track meet. *Certain* means—
- afraid.
  - shy.
  - sure.
  - doubtful.
12. Even though the lion tamer was never hurt by his lions, he knew they weren't \_\_\_\_\_ and was always careful with them.







## Test Passage

**Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.**

Slow worms have a tricky name. They are not really worms at all. They look like snakes, but that's another trick. They are actually legless lizards. You can tell whether you are looking at a slow worm by looking at its eye. If it has an eyelid, it is a slow worm. Snakes do not have eyelids.

Slow worms live in Europe and Asia. They are harmless and like to burrow underground. There they hunt for snails and slugs. Slow worms can lose their tails if they are caught by predators.

Source: [www.herpetofauna.co.uk/slow\\_worm.htm](http://www.herpetofauna.co.uk/slow_worm.htm)

### Comprehension Questions

**Use your graphic organizer to answer the following questions.**

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
  - a. to show me how slow worms look
  - b. to convince me to find a snake and slow worm
  - c. to entertain me with slow worm tricks
  - d. to inform me about slow worms

How do you know?

- |  |
|--|
| <ol style="list-style-type: none"> <li>3. What does the word <i>burrow</i> mean? Tell why you think so.</li> </ol> |
|--|

4. Use the important ideas from this list to help you summarize the passage.

Legless lizards that look like snakes

Burrow underground to hide

Lose their tails

## Word Power

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

### Skill Questions

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

1. catfish      2. ladybug      3. thumbprint      4. broomstick

### Building Meaning

damp	welcome	pests	elastic
actually	lurk	bursts	outrun

5. Write a meaningful sentence for the word *welcome*.
6. Isaac's clothes were damp after he got caught in the rain as he was running to the door. *Damp* means—
- soaking.
  - a little wet.
  - dry as dust.
  - dripping.
7. Dan's favorite toy was a man with \_\_\_\_\_ arms and legs that Dan could pull and tie into knots.

8. Raquel doesn't like spiders and insects because of the way they lurk under rocks and leaves. *Lurk* means—
- hide.
  - breathe.
  - glance.
  - play.
9. Anita knew her greyhound could \_\_\_\_\_ her, so she always made sure to keep her on a leash when they went for walks.
10. Donni thought she was talking to Erik, but she was actually talking to his twin brother, Ollie. *Actually* means—
- quietly.
  - foolishly.
  - happily.
  - really.
11. The farmer knew a storm was coming because he saw the \_\_\_\_\_ of light flickering in the clouds in the distance.
12. Some people think mice are cute and keep them as pets, but many others think they are pests when they sneak into homes. *Pests* means—
- important allies.
  - loyal friends.
  - bothersome creatures.
  - best houseguests.

