Predicting

Level 2

Teacher Edition, Student Edition, and Student Test

Reading Wings 4th Edition

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.

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The Savvy Reader—Predicting

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LITERATURE (5 DAY)

Predicting with the Whales

The Savvy Reader—Predicting, A Collection of Readings, pages 1–22
Success for All Foundation, 2011

Summary

A new student has arrived at Bayside Elementary. Nick's family moved to Bayside from a big city, and Nick is still adjusting to life in the small fishing town on the Chesapeake Bay. He's had some adjustments to make at school too. Nick knows how to clarify unfamiliar words in a story, but, unlike the Bayside students, he hasn't learned how to make predictions.

Nick's teacher arranges for him to get help from his classmates on the Whales team: Josh, Molly, Tara, and Sam. Working with the Whales might be just what Nick needs to make new friends and learn the predicting strategy. Besides, one of the main characters in the story they're reading is a dolphin, and the Whales know a lot about animals that live in the bay. Of course, Nick has background knowledge too. In fact, Nick and the Whales will find out that by sharing what they know, they all learn more from a story.

Your students will enjoy learning how to predict along with Nick. They'll have fun discovering how predicting can improve their understanding of a story.

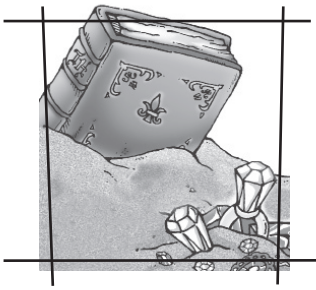
Instructional Objectives

	Reading
CYCLE 1	**Predicting (PR)**
	Students will learn that predicting—using their background knowledge and clues in the text to develop ideas about what's ahead—can improve their understanding of literature.

Teacher's Note: Predicting with the Whales is a five-day cycle that introduces students to the predicting strategy. It does not follow the standard structure of a Targeted Treasure Hunt.

Preparation

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



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Success Review and Keeping Score TP

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

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

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 reading objective.

  This cycle you will learn learn what a prediction is and how to use information in the text features to predict what a 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 a time when they tried to guess something about the future. What did you try to guess? Why were you trying to guess it? Did you guess correctly? Use **Random Reporter** to select students to share.
  - Use **Team Huddle** to ask students whether they can think of any jobs that people have where they have to guess or make predictions about what will happen in the future. Use **Random Reporter** to select students to share.
  - Use **Think-Pair-Share** to have students discuss what they think it takes to make a good guess or prediction about an upcoming event. Do they think they are good at predicting what happens next? Randomly select a few students to share.

Using the Targeted Skill (Introduction and Definition)

- Introduce predicting. Use **Think-Pair-Share** to have students make predictions. Randomly select a few students to share.

  We're going to learn a strategy called predicting. Predicting can help us understand literature. Literature is stories. Predictions are guesses about what might happen in a story—like what will happen to the characters, how the story problem will be resolved, or how the story will end.

  I'll bet you already know how to predict. We predict all the time in our everyday lives. For example, if you went to the library and saw a book that was written by your favorite author, you might predict you'd enjoy reading the book.

  When we make predictions, we use clues. A clue is a piece of information. Seeing your favorite author's name on the book was a clue that you'd enjoy reading the book.

  Let's make a prediction right now. Let's pretend that you have a dog named Spike.

  Spike is a very friendly dog. The only time you have ever heard Spike bark is when he sees the garbage truck. Every time he sees the garbage truck, Spike barks. On your way home today, you see a garbage truck coming down the street. What do you predict will happen? Think about it. Now talk about your prediction with your partner. Listen to students' predictions. Example: Spike will bark. **What clue helped you make that prediction?** *Seeing the garbage truck coming down the street.* **What do you know about Spike that made you predict he would bark?** *Spike always barks at the garbage truck.* **Right! You predicted what would happen by combining a clue—seeing the garbage truck—with something you know about Spike. How would you know if your prediction came true?** *If you heard Spike bark at the truck.* **If something that you predicted would happen, did happen, you'd know your prediction came true.**

  Good readers make predictions too. They think about what they're reading. They ask themselves what might happen next. They look for

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clues. Sometimes, they find a clue in the title. Sometimes they find a clue in something a character said or did. Then they read on to find out whether their predictions come true. Predicting is fun! When we predict, we think more about what we're reading. And thinking about a story can help us understand it better. I'll bet predicting will make us even better readers.

Preview Team Talk

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

Student Edition, page S-1

Team Talk

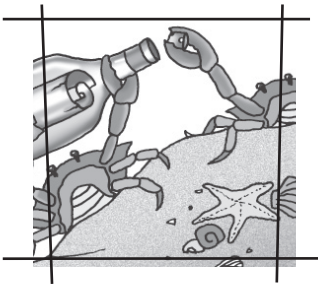
1. According to Nick what is a prediction?
2. How do Nick and the Whales predict what *Sillie to the Rescue* will be about?
3. Molly predicts that Sillie will rescue a little dolphin. What clues does she use?
4. What is your prediction about the story? Explain your clues. (Write-On)

- Randomly assign team leaders.
- Introduce the video.

The DVD we're about to watch will introduce us to a boy named Nick. He and his family have just moved to a new town. Nick had to change schools when he moved. Have any of you had to change schools because your family moved? Was it hard to come to a new school? *Accept responses.* **Do you predict it will be hard for Nick?** *Accept responses.* **I think it will be hard for him too. Nick doesn't know anyone at his new school, and the students there have already learned how to make predictions about stories. Nick doesn't know anything about predicting, so the students on the Whales team are going to help him out. Luckily for us, we can learn more about predicting along with Nick.**

A Collection of Readings, page 9

- **Play** "Part 1: What's a prediction?" (6½ minutes). Ask students to look at the cover of the story, *Sillie to the Rescue*, for clues to what the story is about.
- Stop the video as indicated, and model completing the activities, or have students complete them.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion TP

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

Team Talk

1. According to Nick what is a prediction?

   100 points = *According to Nick a prediction is a guess about something that will happen in the future, such as what the weather will be tomorrow.* **90 points =** *According to Nick a prediction is a guess about something that will happen in the future.* **80 points =** *It's a guess about something that will happen in the future.*

2. How do Nick and the Whales predict what *Sillie to the Rescue* will be about?

   100 points = *Nick and the Whales use clues to predict what* Sillie to the Rescue *will be about. They use information in the title, the illustrations, and the summary to give them ideas about the story. Then they use that information to make predictions.* **90 points =** *Nick and the Whales use clues to predict what* Sillie to the Rescue *will be about. They use information in the title, the illustrations, and the summary.* **80 points =** *They use clues in the title, the illustrations, and the summary to give them ideas.*

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Team Talk continued

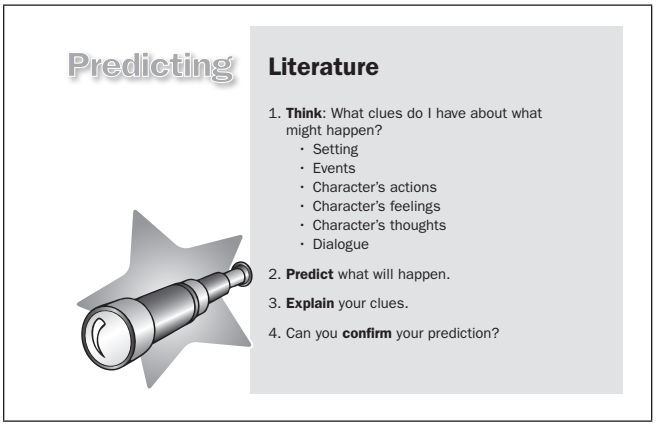
3. Molly predicts that Sillie will rescue a little dolphin. What clues does she use?

   100 points = *Molly uses the picture and the title on the cover as clues. The cover has a picture of a little dolphin, and the title has the word* rescue *in it. She also knows that sometimes baby animals get lost and have to be rescued. She combines the clues and her own knowledge to make a prediction.* **90 points =** *Molly uses the word* rescue *in the title and the picture of a little dolphin on the cover as clues. She knows baby animals need to be rescued sometimes.* **80 points =** *She uses the word* rescue *and the picture of the little dolphin on the cover.*

4. What is your prediction about the story? Explain your clues. (Write-On)

   (Answers will vary.) **100 points =** *I predict that* Sillie to the Rescue *will be about a dolphin being rescued. On the front cover, there is a picture of a lot of dolphins swimming together. On the back cover, there is a picture of a boy on a beach and a dolphin jumping out of the water. I think the boy will rescue a dolphin.* **90 points =** *I predict that* Sillie to the Rescue *will be about a dolphin being rescued. There is a picture of a lot of dolphins on the front cover.* **80 points =** *It will be about a dolphin being rescued.*

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



- Introduce the Whales' Challenge. Use this activity to reinforce the concept of using information in text features as clues to predict what a story is about before reading it.

  The Whales team wants to help us learn how to predict, so they've sent us a predicting challenge. Let's show them what we've learned about predicting so far. Turn to the Whales' Challenge, and read it with me.

- Read the Whales' Challenge aloud.

Student Edition, page S-1

Hi boys and girls,

We think making predictions is fun. We've sent you another story so you can have fun predicting too. See if you can predict what the story is about before you read it.

- Look at the front and back covers. Ask yourself: what do I think the story is about? Make a prediction.
- Ask yourself: why did I predict that? Explain your clues.
- Share predictions and clues with your partners.
- Write your predictions and clues down on paper so you can discuss them with your team.

Have fun!

Your friends,
The Whales

- Monitor the discussion for understanding. Check to see that students are using information in the text features as clues, making predictions, sharing predictions and clues with their partners, and writing their predictions and clues. Guide students to make logical predictions based on the clues.
- Award team celebration points.

Class Discussion TP

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

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

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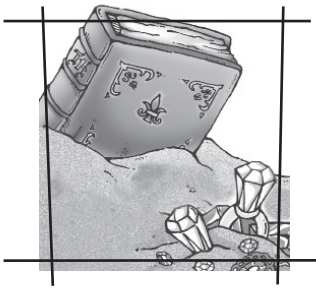
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Do you think making predictions about a story before reading it will help you better understand the story? Why or why not? Have you ever tried to predict what a story will be about before? What story was it? When you read the story, was your prediction right?
	– Award team celebration points.	

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

- Summarize the lesson for students.

  Isn't it great the way Josh, Molly, Tara, and Sam are helping Nick learn how to make predictions? And we're learning along with him! Let's think about what we've learned so far. Who can tell me what a prediction is? *A logical guess about what will happen in a story.* **What clues can we use to predict what a story is about before we read it?** *Information in the text features, such as the title, cover illustrations, and summary.* **Why do we use clues?** *We use clues so our predictions aren't just wild guesses.* **Nick and the Whales used clues to predict what the story, *Sillie to the Rescue,* would be about. We did too! How will we find out whether our predictions come true?** *We'll read the story and look for information that tells us whether our predictions have come true.* **Right! And that's what we'll do the next time we visit with Nick and the Whales.**

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Strategy (Introduction and Definition)

tps

- Use **Think-Pair-Share** to have students discuss how they know whether their predictions come true. Randomly select a few students to share.

  You used clues like the title, illustrations, and summary to help you predict what *Sillie to the Rescue* is about. But how will you know if your predictions come true? Think about it. Talk it over with your partners. *Accept responses.* Guide students to understand that they'll look for information in the story that tells them whether their predictions have come true. **Do you think it's OK if a prediction doesn't come true? Why? Think about it. Talk about it with your partners.** *Accept responses.* Guide students to understand that sometimes things happen in a story that you didn't expect, so predictions don't always come true. That's OK as long as your predictions are based on clues. **In fact, we might even change our predictions as the author gives us more information.**

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #6, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

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Student Edition, page S-2

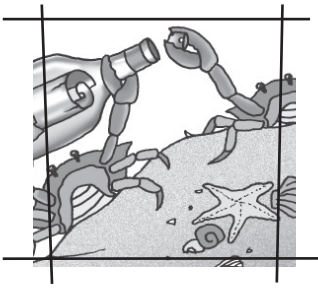
Team Talk

1. After reading page 1, Molly predicts that Sillie will swim up to the creature and surprise it. Why does she predict that?
2. Josh predicts that Sillie will find out that the creature is a boy not a dolphin. What clues does he use?
3. Is there information in the story that proves Josh's prediction correct? What information?
4. What does Molly do when Nick forgets to explain his clues?
5. Molly reads something that makes her change her prediction that Sillie will rescue a baby dolphin. What does Molly read?
6. Did you read anything that changes the prediction you made before you read the story? What did you read? What do you predict now? (Write-On)

- Introduce the video.

  Today Nick and the Whales are going to read chapter 1 of *Sillie to the Rescue*. We're going to read it too. We'll have fun finding out whether our predictions about the story are coming true. As we read, we'll also think about what will happen next in the story and make new predictions. I wonder what clues we'll find. Who can tell me where to find a list of clues to help us make predictions as we read? *There are clues on the strategy card.* **Right! Let's review the clues. Review the literary clues. Thinking about these clues can help us to predict what will happen next.**

- **Play** "Part 2: Predict Chapter 1 of *Sillie to the Rescue*" (5½ minutes). Nick will ask students to:
  - read page 2 of the story with their partners and to look for information that confirms or disproves Nick's and the Whales' predictions;
  - predict what students think will happen next, share predictions with their partners, and explain their clues;
  - read page 3 and look for information that tells them whether their predictions have come true, predict what they think will happen next, and discuss predictions and clues with their partners and teams.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion TP

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

Team Talk

1. After reading page 1, Molly predicts that Sillie will swim up to the creature and surprise it. Why does she predict that?

   100 points = *Molly makes her prediction because she read that the creature wasn't paying attention to Sillie. That made Molly think Sillie would surprise it. Her clue was the character's actions.* **90 points =** *Molly makes her prediction because she read that the creature wasn't paying attention to Sillie. She thinks Sillie would surprise it.* **80 points =** *The creature wasn't paying attention to Sillie, so Sillie would surprise it when she got nearer.*

2. Josh predicts that Sillie will find out that the creature is a boy and not a dolphin. What clues does he use?

   100 points = *Josh uses Nick's information that the creature could be an animal or a human and the picture on the back of the book as clues. There is a picture of a boy and a dolphin. Josh knows Sillie is a dolphin, so the creature could be the boy in the picture.* **90 points =** *Josh uses Nick's information that the creature could be an animal or a human and the picture of the boy and the dolphin on the back of the book as clues.* **80 points =** *Nick says the creature could be an animal or a human. There is a picture of a boy and dolphin on the back cover.*

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Team Talk continued

3. Is there information in the story that proves Josh's prediction correct? What information?

   100 points = *Yes. There is information in the story that proves Josh's prediction correct. On page 2, the creature says that he is a boy. There is also a picture of Sillie and a boy on page 3.* **90 points =** *Yes. There is information in the story that proves Josh's prediction correct. The creature says that he is a boy. There is a picture of Sillie and a boy.* **80 points =** *Yes. He says he's a boy. There is a picture of Sillie and a boy.*

4. What does Molly do when Nick forgets to explain his clues?

   100 points = *When Nick forgets to explain his clues, Molly asks him what clues he used to make his prediction. Good partners remind each other to explain their clues.* **90 points =** *When Nick forgets to explain his clues, Molly asks him what clues he used to make his prediction.* **80 points =** *She asks him what clues he used.*

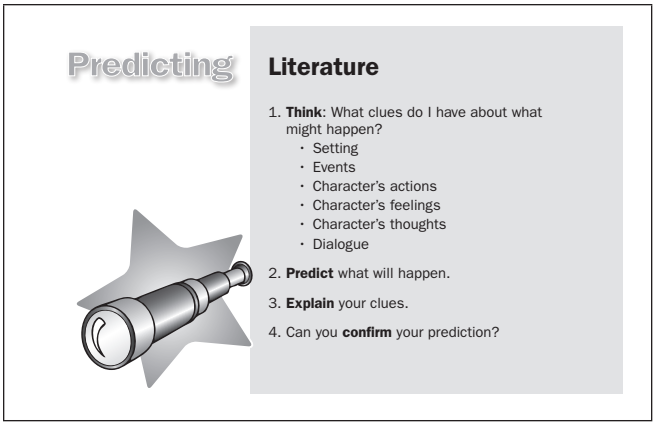
5. Molly reads something that makes her change her prediction that Sillie will rescue a baby dolphin. What does Molly read that changes her prediction?

   100 points = *Molly changes her prediction when she reads that Sillie is the baby dolphin. She did not know Sillie was the dolphin when she made her prediction before reading. I think she thought the boy was named Sillie.* **90 points =** *Molly changes her prediction when she reads that Sillie is the baby dolphin.* **80 points =** *Sillie is the baby dolphin.*

6. Have you read anything that changes the prediction you made before you read the story? What did you read? What do you predict now? (Write-On)

   (Answers will vary.) **100 points =** *Yes. I have read information that changes my prediction. I read that Sillie becomes friends with Henry, a young boy. I read that Henry is lucky to have a dolphin friend. The story says he doesn't know how lucky he is to have a dolphin friend. I think that means Henry will need help. I think Sillie will rescue him.* **90 points =** *Yes. I have read information that changes my prediction. I read that Sillie becomes friends with Henry. Henry thinks this is lucky. I think Sillie will rescue him.* **80 points =** *Yes. Sillie becomes friends with Henry, and Henry is lucky for this. Sillie will save him.*

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



- Review the literature side of the predicting strategy card.
- Introduce the Whales' Challenge. Use this activity to have students practice using clues to make predictions as they read and looking for information that confirms, disproves, or changes a prediction.

The Whales team has sent us another challenge! Read it with me.

- Read the Whales' Challenge aloud.

Student Edition, page S-3

Hi boys and girls,

Nick is doing a great job making predictions. Predicting has helped him get into the story. He might even learn something about the animals that live in the bay! You're also reading about an animal that lives in the bay. We can't wait to find out what you learn about Mateo the manatee!

- Take turns with your partners reading page 1 of *Mateo the Manatee*.
- Ask yourself: Do I have ideas about what will happen next? If you do, make a prediction. Share your predictions and clues with your partners.
- Take turns reading page 2. Did your predictions come true? How do you know?
- Are there clues on page 2 that give you ideas about what will happen next? If so, make a prediction. Share your predictions and clues with your partners.
- Write your predictions and clues so you can discuss them with your team.

Have fun!

Your friends,
The Whales

- Monitor the discussion for understanding. Prompt students to think about the story and make predictions; explain their clues; and look for information that confirms, disproves, or changes a prediction.
- Have students discuss their predictions and clues with their teammates. Monitor the discussions.

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- Use **Random Reporter** to review the teams' discussion. Ask students if they've read anything that changes the predictions they made before reading the story. If they have, ask what it was they read and how it changes their predictions.
- Award team celebration points.

Class Discussion TP

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

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.	
Think-and-Connect Discussion	– 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	Some of the Whales have changed their predictions as they've learned new information. Do you think it's good to change your prediction when the first one doesn't work? Why or why not? Sometimes unexpected things happen in stories. Would you rather have stories that are easy to predict or ones that are a little harder to predict? 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.	

- Summarize the lesson for students.

  The Whales are doing a great job showing Nick how to predict. As they read page 1 of the story, they had ideas about what would happen next. So they made predictions and explained their clues. When they read page 2, they found information that told them that Josh and Molly's predictions had come true. Nick's prediction didn't come true. But that's OK; sometimes predictions don't work out. Nick said he thinks making predictions is fun. Do you agree? Why is it fun to predict? *Accept responses.* **Do you think predicting will make us better readers? Why?** *Accept responses.* Guide students to understand that predicting makes us think about what will happen next in the story, what the characters will do, and how the story will end. Thinking about the story helps us understand it. And if we understand it, we'll enjoy it more.

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?**

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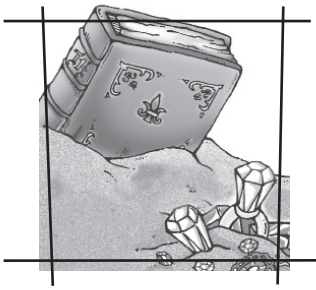

DAY 3

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

tps

- Use **Think-Pair-Share** to have partners discuss why it's important to explain the clues they use to make predictions. Randomly select a few students to share.

  When Nick was first learning how to predict, he would sometimes forget to explain the clues that he had used. What would Molly and Josh do when that happened? Think about it. Talk about it with your partner. *They would remind Nick to explain his clues.* **That's what good partners do; they remind each other to explain their clues. We do that too. Why do you think it's a good idea to explain your clues to your partner? Think about it. Talk it over with your partner.** *Accept responses.* Guide students to understand that when you explain your clues, it shows that you're really thinking about your prediction—not just making a wild guess. Sometimes your partner might find a clue that you missed, or he or she might think about the clues in a different way. Talking about the clues helps everyone learn more.

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-4

Team Talk

1. Do you think Nick has learned that it's important to explain the clues he uses to make predictions? Why do you think that?
2. Do you think it's a good idea to discuss clues with your partner? Why?
3. Nick changed the prediction he made before he read the story. What did he predict *Sillie to the Rescue* would be about? Why did he change his prediction? What is his new prediction? (Write-On)
4. Did the prediction you made before you read the story work out? How do you know?

- Introduce the video.

  Today, Nick and his friends on the Whales team are going to predict how the story about Sillie and Henry ends. Let's see if they help one another out, the way good partners and teammates do. Will they explain their clues? Will they remind their partners to explain their clues? Let's find out!

- **Play** "Part 3: Predict Chapter 2 of *Sillie to the Rescue*" (6 minutes). Nick will ask students to:
  - read page 4 of *Sillie to the Rescue* with their partners; look for information that confirms, disproves, or changes their predictions; predict what's ahead; and discuss predictions and clues with their partners;
  - read page 5; look for information that confirms, disproves, or changes predictions; predict what's ahead; and discuss predictions and clues with their partners;
  - read page 6; look for information that confirms, disproves, or changes predictions; predict what's ahead; and discuss predictions and clues with partners;
  - read page 7; look for information that confirms, disproves, or changes predictions; and discuss predictions and clues with their teammates.
- Award team celebration points.

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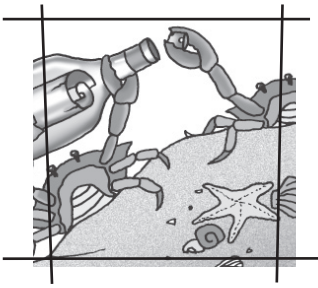


TEAMWORK

Timing Goal: 35 minutes

Team Discussion TP

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

Team Talk

1. Do you think Nick has learned that it's important to explain the clues he uses to make predictions? Why do you think that?

   100 points = *Yes. I think Nick has learned that it's important to explain the clues he uses to make predictions. He remembers to explain his clues without being reminded now. Molly used to remind him to explain them. He also reminds Tara to explain her clues.* **90 points =** *Yes. I think Nick has learned that it's important to explain the clues he uses to make predictions. He remembers to explain his clues and reminds Tara to explain hers.*
   80 points = *Yes. He remembers to explain his clues.*

2. Do you think it's a good idea to discuss clues with your partner? Why?

   (Answers will vary.) **100 points =** *Yes. I think it's a good idea to discuss clues with your partner. You and your partner might see different clues in the story. You might have made different predictions based on those clues. You might be able to make a better prediction if you share clues with your partner.* **90 points =** *Yes. I think it's a good idea to discuss clues with your partner. You and your partner might see different clues in the story.*
   80 points = *Yes. You and your partner might see different clues.*

Team Talk continued

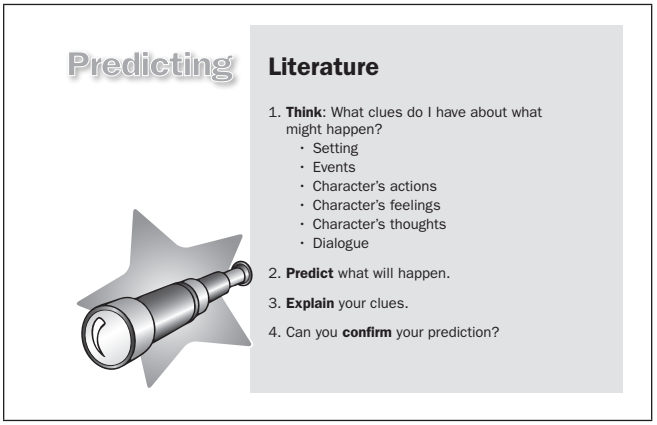
3. Nick changed the prediction he made before he read the story. What did he predict *Sillie to the Rescue* would be about? Why did he change his prediction? What is his new prediction? (Write-On)

   100 points = *Nick predicted that* Sillie to the Rescue *would be about Sillie and Henry rescuing something together. He changed his prediction because he read that Henry swam far from the beach and was calling for help. Now he thinks Sillie will rescue Henry.* **90 points =** *Nick predicted that* Sillie to the Rescue *would be about Sillie and Henry rescuing something together. Then he read that Henry swam far from the beach and was calling for help. He thinks Sillie will rescue Henry.* **80 points =** *He predicted they would rescue something together. Then he read that Henry swam far from the beach and called for help, so he thinks Sillie will rescue Henry.*

4. Did the prediction you made before you read the story work out? How do you know?

   (Answers will vary.) **100 points =** *No. The prediction I made before I read the story did not work out. I know it didn't work out because I read clues in the story that made me change my prediction. I learned new information that did not support my first prediction.* **90 points =** *No. The prediction I made before I read the story did not work out. I know it didn't work out because I read clues in the story that made me change my prediction.* **80 points =** *No. It didn't work out because I read clues that made me change my prediction.*

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



- Review the literature side of the Predicting Strategy Card as necessary.
- Introduce the Whales' Challenge. Use this activity to give students practice predicting what will happen next in a story, using clues in the text and their background knowledge.

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The Whales have given you one more chance to practice your predicting skills. Let's show them how good you've become at using clues along with your background knowledge to predict what will happen in a story. Turn to the Whales' Challenge on page S-4 of your student edition, and read it with me.

- Read the Whales' Challenge aloud.

Student Edition, page S-4

Hi boys and girls,

Reading *Sillie to the Rescue* taught Nick some things about dolphins. You're learning about dolphins and manatees! Can you find clues that help you predict the rest of the story about Mateo? Of course you can!

- Take turns with your partners reading page 3 of *Mateo the Manatee*.
- Did the prediction you made after reading page 2 come true? What information tells you that?
- Do you have ideas about how the story will end? If so, make a prediction.
- Discuss your prediction and clues with your partners. Remind your partner if he or she forgets to explain the clues.
- Write your predictions and clues so you can discuss them with your team.
- Take turns reading page 4. Did your prediction come true? What information tells you that?

Have fun!

Your friends,
The Whales

- Monitor the discussions for understanding, prompting students to make logical predictions based on clues in the text; to look for evidence that confirms, disproves, or changes a prediction; and to prompt and support their partners.
- Award team celebration points.

Class Discussion TP

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

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

Think-and-Connect Discussion	– 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 Henry will need Sillie and her friends to rescue him again? Why or why not? What do you think Henry and Sillie will do tomorrow when they play? Why do you think that? Make a prediction.
	– Award team celebration points.	

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

- Summarize the lesson for students.

  Thanks to the Whales, Nick learned how to predict as he reads a story. You've learned to predict too! Predicting is something all good readers do. Good partners talk about their predictions and clues so everyone learns more. Nick said he thinks predicting helped him understand the story. How has predicting helped you understand the story? *Accept responses.*

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?**

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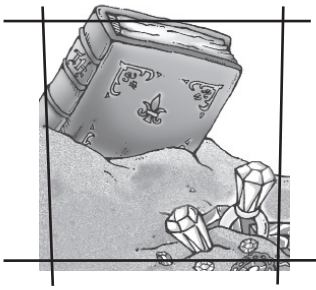


DAY 4

ACTIVE INSTRUCTION

Timing Goal: 45 minutes

Team Cooperation Goal

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

Set the Stage

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

Using the Targeted Skill (Introduction and Definition)

- Remind students that they have been learning to make good predictions by using clues from the text by watching the kids on the video.

  When good readers read, they remember to find clues about what's ahead in a story or text. Once they find clues, they make predictions using the clues and their background knowledge. Good readers remember to explain their clues to tell why their predictions make sense.

- Refer students to the Predicting Strategy Card, and review what to do while predicting during the reading.
- Remind students to use their Predicting Strategy Cards while they partner read today. Tell them to talk to their partners about the clues they will use to make predictions.

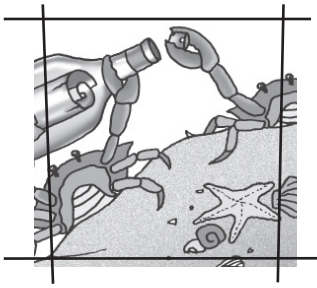
Preview Team Talk

- 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-5

Team Talk

1. What did you predict before you read the story? What clues helped you make this prediction? (Write-On) |PR|
2. Was your prediction confirmed? Give two details from the story that support your answer. |PR|
3. Why does Ellie forgive the bees for scaring her? |CE|
4. The word *strolled* means— |CL|
   a. sprinted.
   b. walked.
   c. skipped.
   d. hopped.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Use the first paragraph of the reading, *Ellie and Her Little Friend Bea*, to model predicting with a student. Read the passage aloud. Model the details that support and confirm your prediction.

  Before reading the story, I predicted that Ellie must be bigger than Bea. I made this prediction because of the title of the story. Since Bea is Ellie's "little" friend, I figured that she must be smaller or younger than Ellie. In the first paragraph, I learn that my prediction is correct. Ellie is an elephant, and Bea is a bee. So Ellie is bigger than Bea.

A Collection of Readings, page 19

Ellie and Her Little Friend Bea

Ellie took slow, steady steps. With each footfall, the earth shuddered just a bit. Ellie was an elephant. Her long, beautiful gray trunk swung from side to side as she strolled along. As Ellie walked, a tiny bee fluttered around her head.

"Bea, must you fly so close?" Ellie giggled. "Your wings are tickling my ears!" The two friends laughed.

"Sorry, Ellie. This is the fastest way for me to travel. You take giant steps!" Bea replied.

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- Tell students that it is important to think about clues that will help them make predictions and to use their Predicting Strategy Cards while reading.

  Before you read, it's important to look for clues that will help you make a prediction about what you're going to read or what will happen in a story. Your Predicting Strategy Card gives you examples of literary and informational clues to look for that will help you make predictions.

  When reading literature, you should look at the setting, the events, the actions, the characters' feelings, the characters' thoughts, and dialogue before making a prediction. You can remember all these elements by looking at your Predicting Strategy Card.

- Have students read:

  ***Ellie and Her Little Friend Bea* aloud with partners.**

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

Team Discussion TP

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

Team Talk

1. What did you predict before you read the story? What clues helped you make this prediction? (Write-On) |PR|

   100 points = *Before reading the story, I predicted that Ellie is bigger than Bea. The title of the story is the clue that helped me make this prediction. The title is* Ellie and Her Little Friend Bea. *Bea must be smaller than Ellie.*
   90 points = *Before reading the story, I predicted that Ellie is bigger than Bea. A clue that helped me make this prediction is the title of the story.*
   80 points = *Ellie is bigger than Bea. The title helped me.*

Team Talk continued

2. Was your prediction confirmed? Give two details from the story that support your answer. |PR|

   100 points = *Yes. My prediction was confirmed. Ellie is an elephant. Bea is a bee. I know that elephants are bigger than bees, so my prediction was correct.* **90 points =** *Yes. My prediction was confirmed. Ellie is an elephant, so she is bigger than Bea, the bee.* **80 points =** *Yes. Ellie the elephant is bigger than Bea the bee.*

3. Why does Ellie forgive the bees for scaring her? |CE|

   100 points = *Ellie forgives the bees for scaring her because a worker bee explains that they were only protecting their hive. The bees also make it up to her by giving her some honey to eat.* **90 points =** *Ellie forgives the bees because they explain that they were protecting their hive. They also give her some honey.* **80 points =** *She forgives them because they were only protecting their hive, and they give her honey.*

4. The word *strolled* means— |CL|

   a. sprinted.

   b. walked.

   c. skipped.

   d. hopped.

- Circulate through the classroom and check for comprehension. Listen to team discussions, and offer hints and suggestions. To encourage further discussion, ask questions such as: What clues did you find before reading? What prediction did these clues help you make? Did other clues help you confirm your prediction? How?
- 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.

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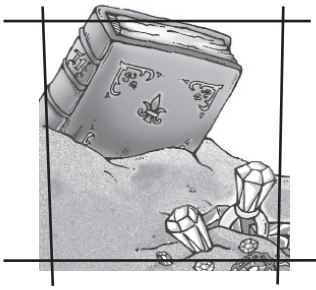
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	What does it mean if a prediction is confirmed? What does it mean if a prediction is not confirmed? Does it mean your prediction was wrong? Why or why not?
	– Award team celebration points.	

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

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

  Today we will read *Peter Panda Gets a Sister*. We will read to find clues to help us make predictions. Then we will think about whether our predictions were confirmed and give details to support our predictions.

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out questions #1, #2, and #4 ask about predicting.
- Ask students to underline key words or phrases in question #2.
- 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.

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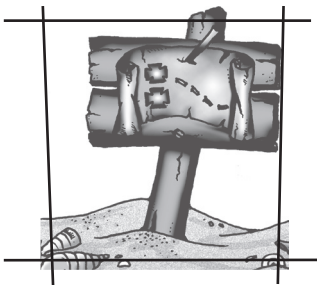
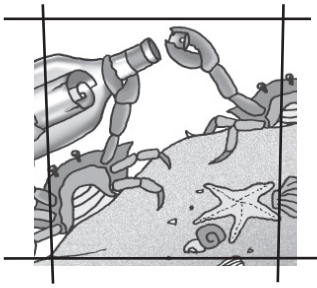


TEST

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

Team Discussion TP

Teacher procedures for Teamwork vary with strategy instruction.

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

Class Discussion TP

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

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	– **What is your team celebration score?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

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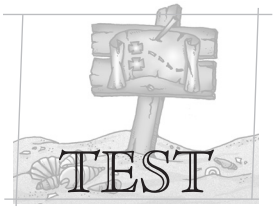

Comprehension Questions

Read *Peter Panda Gets a Sister,* and answer the following questions. The total score for comprehension questions equals 100 points.

Peter Panda Gets a Sister

Peter is a panda. He lives in a zoo. Peter's days are filled with happiness. At least they were, until his sister was born. Peter liked having all of his parents' attention. He liked having first choice of the bamboo he ate for lunch. He liked having a whole pen to himself when he wanted to be alone. But all that changed when Penny was born.

"I need help, Mom," Peter called to his mother.

"I'm sorry Peter. I'm helping your sister right now. You are a big boy and can help yourself," his mother said.

Peter sulked. He let out a roar. He ran away to his pen. No one had time to pay attention to Peter anymore. Even the visitors who came to the zoo were only interested in seeing Penny. Peter was very unhappy.

Suddenly Peter saw his mother. His heart raced! She had come to find him. She did care! But then he realized, following closely behind his mother was Penny.

"Rats!" Peter muttered to himself.

"I need Penny to stay in your pen, Peter. You're her big brother. She needs to spend time with you," his mother said sternly.

"Fine," Peter huffed. But in his heart, he knew he wasn't going to like her. Now he even had to share his own private pen. This would never work out.

Shortly after his mother left, Penny started to whimper. Peter didn't know what to do. He looked around for his mother, but he and Penny were all alone. Peter watched Penny. She looked very sad as she whimpered. Peter scooted closer to Penny.

As soon as Penny felt Peter's warm fur, she nestled close to him. She stopped whimpering. Peter watched her as she slept cuddled in his chest. She was kind of cute. Peter felt his heart begin to melt. Penny might just be the best thing to happen to him after all.

20 points

1. What do you predict about this reading? Explain the clues you used to make a prediction. |PR|

   20 points = *I predict that this story is about a panda named Peter who will be very happy to have a new sister. I used the title of the story to make this prediction. The title is* Peter Panda Gets a Sister. *His sister must be new to him.* **15 points =** *I predict that this story is about a panda named Peter who will be very happy to have a new sister. I used the title of the story to make this prediction.* **10 points =** *It is about a panda named Peter and his new sister.*

20 points

2. Was your prediction confirmed? Give two details from the story to support your answer. |PR|

   20 points = *My prediction was not confirmed. Peter was not happy to have a new sister at first. He did not like that his sister got all the attention. He did not like that his mother paid more attention to her. He didn't like that zoo visitors come to see her.* **15 points =** *My prediction was not confirmed. Peter was not happy to have a new sister at first. He did not like that his sister got all the attention.* **10 points =** *It was not confirmed. Peter wasn't happy about her. He didn't like that she got all the attention.*

20 points

3. How do Peter's feelings about Penny change? |CC|

   20 points = *At first, Peter is unhappy about Penny. He is jealous of her because she gets all the attention. By the end of the story, Peter likes having Penny as a sister. He thinks she's cute, and she melts his heart.* **15 points =** *At first, Peter is unhappy about Penny. He does not like Penny and is jealous. By the end of the story, Peter thinks she's cute, and she melts his heart.* **10 points =** *At first he didn't like her and was jealous. By the end he thinks she's cute and likes her.*

10 points

4. Which of the following clues helped you make a prediction about this reading? |PR|

   a. title
   b. events
   c. characters' feelings
   d. all the above

20 points

5. How do you think Peter feels when Penny begins to whimper? |CH • DC|

   20 points = *I think Peter feels nervous and scared when Penny begins to whimper. He doesn't know what to do, so he looks around for his mother. I think he wants some help. I think he's afraid he won't be able to make Penny feel better.* **15 points =** *I think Peter feels nervous and scared when Penny begins to whimper. He doesn't know what to do, so he looks around for his mother. I think he wants some help.* **10 points =** *I think he's nervous and scared. He wants his mother to help him.*

10 points

6. Why does Peter's mother leave Penny with Peter? |DC|

   a. She knows spending time with Penny will change Peter's mind.
   b. She does not want to be the only one taking care of Penny.
   c. She needs to find food for the family.
   d. She wants Peter to have a job.

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Common Core State Standards

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

LEVEL 2 / *Predicting with the Whales*
English Language Arts Standards: *Reading: Literature*
Integration of Knowledge and Ideas
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

LITERATURE (6 DAY)

Tanya's Recipes

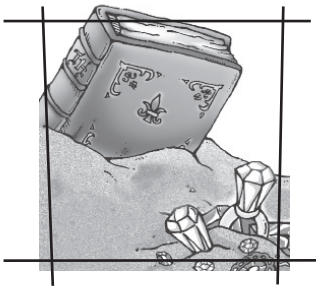
Written by Talia Khalid
Illustrated by James Bravo
The Savvy Reader—Predicting, A Collection of Readings, pages 23–33
Success for All Foundation, 2011

Summary

Today is Saturday, the day Tanya's entire family comes over for dinner. Even better, Tanya's mom has a special surprise for her daughter. The only problem is, she's not telling what it is. How long must Tanya wait to learn about her surprise? As she passes the time, she plans a surprise of her very own.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	**Predicting (PR)**	**Chunking**	**Write a sensory paragraph.**
	Students will use the text and background knowledge to make predictions throughout the story.	Students will chunk words into word parts (syllables) to help read words.	Students will write sensory paragraphs that describe their favorite meals.



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 story, author, and reading objective.

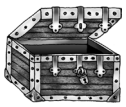
  This cycle we will read *Tanya's Recipes* by Talia Khalid. As we read, we'll make predictions about the story. Good readers use information they have read in the story and think about what might happen next.

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

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
  - Tell students that they will read about a girl who learns about recipes. Use **Think-Pair-Share** to have students discuss some of their favorite recipes or foods. Randomly select a few students to share.
  - Use **Team Huddle** to have students discuss whether they have ever helped make a meal with their parents or guardians. Tell students to describe how they helped and how it felt to make a meal. Use **Random Reporter** to select students to share.
  - Use **Team Huddle** to have students discuss what might be important for them to do while following a recipe to make something. Use **Random Reporter** to select students to share.

Vocabulary TP

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



Student Edition, page S-7

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

Word and Page Number	Identification Strategy	Definition	Sentence
arrive page 26	chunk: ar-rive	come to, show up	The students were told to *arrive* at school before the bell rang.
searched page 26	base word + ending: search + ed	looked through to find something	I *searched* my closet for my shoes.
beside page 26	chunk: be-side	next to	Jacques can hear his brother snore because their beds are *beside* each other.

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Word and Page Number	Identification Strategy	Definition	Sentence
replied page 26	chunk: re-plied	answered	When the teacher called Lisa's name, Lisa *replied*.
eager page 28	chunk: ea-ger	excited, looking forward to something	Dewey was *eager* to see his friends the next day.
confess page 30	chunk: con-fess	admit	Molly had to *confess* because she stole the cookies.
actual page 32	chunk: ac-tu-al	real	At the fire station, we saw *actual* firefighters!
pretended page 32	base word + ending: pretend + ed	acted like, made believe	In acting class, we *pretended* to be famous movie stars.

Using the Targeted Skill (Introduction and Definition)

- Use **Think-Pair-Share** to have students make predictions about everyday events. Example questions are provided below. Randomly select a few students to share.

  Let's make a few predictions. Imagine that a girl's alarm doesn't go off. She wakes up late and is rushing to get ready for school when she sees the bus go by. What can you predict will happen? After partners share, randomly select a few students to share with the class.

  Now imagine that a boy is getting ready to leave his house in the morning. Even though it is early, it is dark and cloudy. He hears a clap of thunder. What can you predict the weather will be like? After partners share, randomly select a few students to share with the class.

- Explain that predictions are guesses we have about the future that are based on information we already know. Point out that our previous experiences tell us that some things will happen. As an example, point out that our previous experiences with dark clouds and thunder tell us that it is probably going to rain.
- Explain that often the things we predict will happen, but sometimes they don't. Continue with the above examples to illustrate this.

  The things that we predict sometimes happen. But sometimes they don't. In the alarm clock example, the girl might be late for school or her mom might drive her so she can still get there on time. In the thunder example, the dark clouds and thunder help us predict that is going to rain. But perhaps the clouds break and the storm blows over. Maybe it doesn't rain after all. The predictions we made, however, were strong guesses because we've had a lot of experiences that support what we think will happen.

Often, for example, someone who misses the school bus is late for school. Also, when there are dark clouds and thunder, it often rains.

- Explain that good readers make predictions as they read. Explain that they do this by thinking about what they've read, asking themselves if they have ideas about what's ahead, thinking about the clues that help them make these predictions, and then reading on to see what actually does happen next.

Good readers make predictions as they read. They think about what is happening in the story. Then they ask themselves if they have ideas about what will happen next, and what these ideas might be. Then they think about the clues in the story, or the reasons they make these predictions. After that, good readers read on to see what actually does happen next.

- Remind students that the things good readers predict don't always happen.
- Display the following sentence, and read it aloud. Do not reveal the other sentences on the blackline master at this time.

Blackline master provided.

> Max put on his coat, his mittens, and his hat, and then opened the door.

- Use **Think-Pair-Share** to have students predict what they think will happen next. Randomly select a few students to share. Have students tell why they think so. Discuss these predictions, talking about the fact that many students have the same prediction. If necessary, model a likely prediction *[Max will go out into the cold.]* and ask how many students think the same thing.
- Display the next sentence, and read it aloud.

> Max ran outside to play.

- Use **Think-Pair-Share** to have students tell whether what they predicted would happen actually did. Randomly select a few students to share. Point out that what students predicted would happen *[Max would go outside.]* actually did occur.
- Display the next sentence, and read it aloud.

> Celia sat down and opened her book.

- Again, use **Think-Pair-Share** to have students make predictions about what they think will happen next. Randomly select a few students to share. Have students tell why they think so. Discuss these predictions, talking about the fact that many students have the same prediction. If necessary, model a likely prediction *[Celia will begin to read.]* and ask how many students think the same thing.
- Display the next sentence, and read it aloud.

> Just then, the phone rang. Celia put down the book to answer the phone.

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- Use **Think-Pair-Share** to have students tell whether what they predicted actually happened. Randomly select a few students to share.
- Point out that what students predicted didn't actually happen. Point out that students used clues to make their prediction, so it is surprising that Celia didn't end up reading the book.
- Explain that making predictions, and reading on to see what happens, makes stories interesting. Point out that readers often feel satisfied when their predictions are confirmed and surprised when they are not.
- Tell students that they will make predictions as they read *Tanya's Recipes*. Pass out the Predicting Strategy Cards, and review the steps of prediction on the front of the cards. Point out that these steps will remind students to make predictions and read on to see what really happens.

Listening Comprehension

- Explain that previewing a story and thinking about what might happen in it is one kind of prediction.
- Preview the text with students. Point out the title on the front cover. Use **Think-Pair-Share** to have students predict what might happen in the story. Randomly select a few students to share. *A girl might make something from a recipe.* Tell students that they will read to see whether these things actually happen.
- Tell students that you are about to read page 25 of the story aloud. Explain that as you read, you will follow the steps of prediction on your Predicting Strategy Card. Tell students that you will stop after this page to ask yourself if you can tell what might happen next. If you can, then you will make a prediction and write it down.

A Collection of Readings, page 25

- Read page 25 to students. Use a **Think Aloud** after reading to model your thoughts, as shown in the example that follows.

> I love Saturdays. On Saturdays, my entire family has a big dinner. Uncle Joe comes over. Aunt Theresa comes over too. So do all of my cousins. We all eat together.
>
> This morning when I woke up, I knew it was Saturday. I jumped out of bed and ran to Mom. "What will we have for dinner?" I asked her.
>
> "It's a surprise," Mom replied.
>
> "Tell me!" I begged. "Please! I have to know."
>
> "If I tell you now, it won't be a secret," Mom said. "But let's make a deal. I'll tell you before your aunt and uncle get here."
>
> If Mom thought I'd forget about the secret, she was wrong. I couldn't wait to find out what it was.

After reading this page I know that the main character eats dinner with her entire family on Saturdays. She doesn't know what's for dinner this Saturday. Her mom says it's a surprise. She also says that she'll tell her later. I predict that the main character's mom will tell her what the

surprise is. As we read on, I will watch to see if what I predicted actually happens. Write and display this prediction on chart paper, and write "page 25" next to it.

- Point out that you used a clue from the story, that the main character's mother says she will tell the surprise later, to make your prediction.

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-8

Team Talk

1. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On) |PR|
2. Why is Tanya searching for her mom? |CE|
   a. She is looking for her to make lunch.
   b. She wants to play a game with her.
   c. She is lonely without her mom there.
   d. She wants to know about her surprise.
3. How would you describe Tanya's character? Why? |CH|
4. Why isn't Tanya's mom at home? What is she doing? |CE|

- Randomly assign team leaders.

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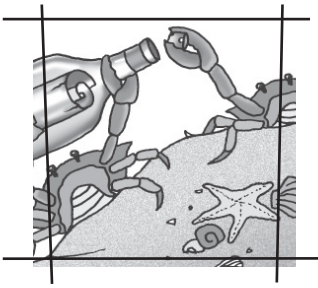

TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: SR

  page 26 (paragraphs 1–3) aloud with partners.

  page 26 (paragraphs 4–7) 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. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that Tanya will learn about the surprise when her mom comes back from shopping. A clue I used to make this prediction is that Tanya's mom said Tanya will learn about the surprise before her family comes over. Tanya says it's one o'clock, and her family will be over at four o'clock. She has to learn about the surprise soon.* **90 points =** *I predict that Tanya will learn about the surprise when her mom comes back from shopping. A clue I used to make this prediction is that Tanya's mom said Tanya will learn about the surprise before her family comes over. They'll be over in a few hours, so she has to learn it soon.* **80 points =** *Tanya will learn about the surprise when her mom gets home. Her family will be over in a few hours.*

Team Talk continued

2. Why is Tanya searching for her mom? |CE|
   a. She is looking for her to make lunch.
   b. She wants to play a game with her.
   c. She is lonely without her mom there.
   d. She wants to know about her surprise.

3. How would you describe Tanya's character? Why? |CH|

   100 points = *I would describe Tanya's character as impatient. Her mom has a surprise for her. Tanya says she cannot wait to hear about the surprise. She says she has been waiting for hours to hear about it. She looks for her mom to find out what the surprise is. This is what an impatient person would do.* **90 points =** *I would describe Tanya's character as impatient. Her mom has a surprise for her. Tanya says she cannot wait to hear about the surprise. She looks for her mom for the answer.* **80 points =** *She is impatient. She can't wait to hear about the surprise.*

4. Why isn't Tanya's mom at home? What is she doing? |CE|

   100 points = *Tanya's mom isn't at home because she is shopping for groceries. She hasn't come home yet.* **90 points =** *Tanya's mom isn't at home because she is shopping.* **80 points =** *She is shopping for groceries.*

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

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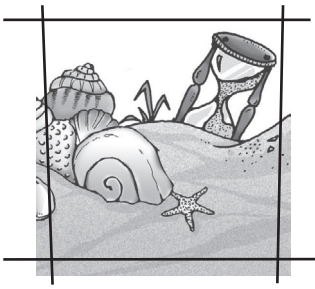
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Do you like surprises? Which do you think is better: getting surprises or giving them? Why? Tanya is a little impatient to learn about the surprise. Are there times when you feel impatient? Describe those times.
	– Award team celebration points.	

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



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

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

Page 26 (paragraphs 1–3)

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

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

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

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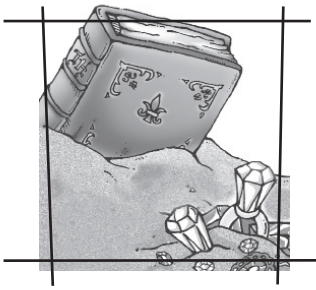


DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

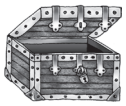
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary TP

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



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

Strategic Review

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

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

> Why does Tanya have to search for her mom?

Listening Comprehension

- Tell students that you are about to read page 27 aloud. Remind students that as you read, you will follow the steps of prediction on your Predicting Strategy Card. Remind students that you will stop after this page to ask yourself if you can tell what might happen next. If you can, then you will make a prediction and write it down.

A Collection of Readings, page 27

- Read page 27 to students. Use a **Think Aloud** after you finish to model making a prediction.

> I sat and I sat. I waited for my mom to return. I wanted her to come home and tell me about my surprise. I looked at the clock. It read 1:10. Where was Mom? She was usually home from the store by now.
>
> I decided to read while I waited. I opened a cookbook. The title of the book was *Easy Recipes for Young Cooks*. I didn't know the word *recipes*. I thought for a while. What could recipes be? Then I remembered that cookbooks tell people how to prepare food. So recipes must be the directions people follow when they cook.
>
> I thought about my favorite things to eat. Fried chicken is one of my favorite recipes. Gumbo is too. I just *love* gumbo. I also love learning new words. I was excited to share my new word when my mom got back. I knew she'd be home soon.

After reading this page, I know that Tanya expects her mom to be home soon. Tanya says that her mom is usually home by now. I predict that Tanya's mom will come home very soon. As we continue reading, I will watch to see if what I predict actually happens. Write and display this prediction on chart paper, and write "page 27" next to it.

- Point out that you used a clue from the story, that Tanya's mom is usually home by now, to make your prediction.
- Point out that students should write a new prediction at the end of the passage. Remind students to include the clues from the text that they used to make the prediction.

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.

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

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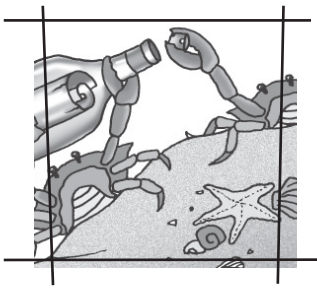
Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|
2. Why does Tanya rush out to the driveway? |CE|
   a. Her mom is finally home.
   b. She wants to play basketball.
   c. Her dad wants to show her what he made.
   d. She sees a friend outside.
3. What does the word *toted* mean? How did you figure this out? |CL|
4. Does Tanya's mom figure out Tanya's surprise? Tell how you know. |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 28 (paragraphs 1–5) aloud with partners.

  page 28 (paragraphs 6–10) 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. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that Tanya will give away her secret and tell her mom what she learned. The clue I used to make this prediction is Tanya's actions. She is very excited for her mom to guess. She is also impatient. I think she will tell her.* **90 points =** *I predict that Tanya will give away her secret and tell her mom what she learned. The clue I used to make this prediction is Tanya's actions. She is very excited for her mom to guess.* **80 points =** *She will give away her secret. I used Tanya's actions to guess.*

2. Why does Tanya rush out to the driveway? |CE|

   a. Her mom is finally home.

   b. She wants to play basketball.

   c. Her dad wants to show her what he made.

   d. She sees a friend outside.

3. What does the word *toted* mean? How did you figure this out? |CL|

   100 points = *The word* toted *means carried. I figured this out by rereading. Tanya's mom has come home from the store with a lot of grocery bags. She wants Tanya to help her carry them in. When Tanya toted a bag inside, she must have carried it.* **90 points =** *The word* toted *means carried. I figured this out by rereading. Tanya's mom wants Tanya to help her carry grocery bags inside.* **80 points =** *It means carried. Tanya helps her mom carry bags inside.*

4. Does Tanya's mom figure out Tanya's surprise? Tell how you know. |DC|

   100 points = *No. Tanya's mom does not figure out Tanya's surprise. I know because her mom does not guess correctly. Tanya's surprise is that she learned a new word by looking it up in the dictionary. Her mom does not guess this is Tanya's surprise.* **90 points =** *No. Tanya's mom does not figure out Tanya's surprise. I know because her mom does not guess correctly.* **80 points =** *No. She doesn't guess it correctly.*

- 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.

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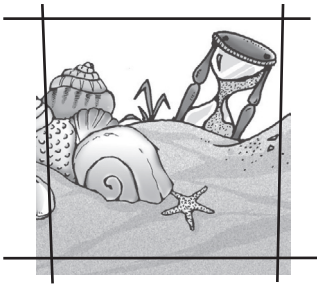
Class Discussion TP

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	Look at your prediction from day 1. Did what you predicted actually happen? Explain how you know. Put a check mark next to your predictions if they were confirmed. Tanya learned something new, and she really wants to share what she learned with her mom. Have you ever been excited to share some information with someone else? What did you want to share?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

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

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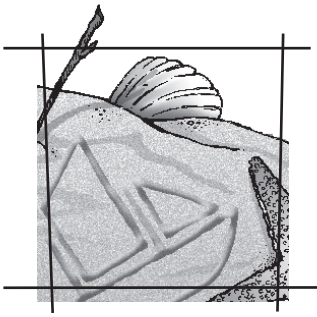
Page 28 (paragraphs 1–5)

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



WORD POWER TP

Timing Goal: 10 minutes

- 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 "invite" on the bottom of the boat.

Blackline master provided.

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tps

- Use **Think-Pair-Share** to have students tell what is different about the boat. Randomly select a few students to share. *The boat doesn't have sails.*
- Explain that the boat doesn't have sails because it doesn't have a base word and ending. When words are too long to blend and don't have a base word and ending, Captain Read More uses paddles to chunk the words 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 *invite* after the *v*, and then try to read the word parts and then the whole word. Point out that chunking the word this way is awkward.

- Model chunking *invite* between the *n* and *v*. Read the word parts and then the whole word. Point out that it is easy to recognize the word when you chunk it this way.

- Repeat this with *compare*.

- Use **Think-Pair-Share** to have students tell what they notice about the second syllable in the two words that you have chunked. Randomly select a few students to share. *The second syllable has a long vowel sound and a silent* e.
- Point out to students that both of the words that you chunked contain a magic *e*. Explain to students that when an *e* is at the end of a word, it often makes the vowel before it a long vowel. Point out that the *e* is silent, or not pronounced.
- Demonstrate the magic *e* by pronouncing the words *invite* and *compare* first as if the *e* were there, then pronouncing them correctly.
- Confirm or explain that for many words, dividing the word before the consonant-vowel-consonant-*e* is a good way to chunk it. This splits the word into two word parts, or syllables. It makes the word easy to read when you read the word parts 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 Word Treasure (skill).

Word Treasure

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.

- Tell students to watch for words from this cycle's vocabulary list that they can chunk before the long vowel pattern.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. SR

Student Edition, pages S-8 and S-9

Skill Practice

Write each word 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. suppose *sup/pose*
2. define *de/fine*
3. elevate *ele/vate*
4. parade *pa/rade*

Building Meaning

arrive	searched	beside	replied
eager	confess	actual	pretended

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.

   Nunzio <u>*searched*</u> his room high and low for his sneaker, but couldn't find it.

- 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.

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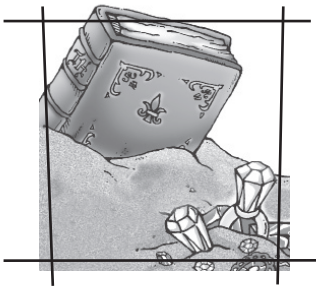
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary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

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- 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 did Tanya do when she toted groceries?

Listening Comprehension

- Tell students that you are about to read page 29 aloud. Remind students that as you read you will follow the steps of prediction on your Predicting Strategy Card. Remind students that you will stop after this page to ask yourself if you can tell what might happen next. If you can, then you will make a prediction and write it down.

A Collection of Readings, page 29

- Read page 29 to students. Use a **Think Aloud** after you finish to model making a prediction.

> We carried the bags into the kitchen. Mom put her purse on the counter and wiped her brow. "Whew!" she said. "Traffic was bad today. I'm glad to be home."
>
> She started to put the groceries away.
>
> I tugged at her pants. "You still have to guess!" I reminded her.
>
> "Oh, right!" she said. "I almost forgot." She scratched her head and thought. "Hmm…. I wonder what you want to tell me."

Tanya's mom is about to try to guess Tanya's surprise again. I don't think she'll be able to figure it out. When I've tried to guess surprises and I haven't had any clues, I've had trouble guessing the surprise. I know that Tanya hasn't given her mom any clues. So I predict that Tanya's mom will guess wrong. Write and display this prediction on chart paper, and write "page 29" next to it.

- Point out that you used a clue from the story, that Tanya's mom has no clues about the surprise, to make your prediction. Point out that you also used information from real life to predict what will happen next.
- Point out that students should write a new prediction at the end of the passage. Remind students to include the clues from the text that they used to make the prediction.

Preview Team Talk

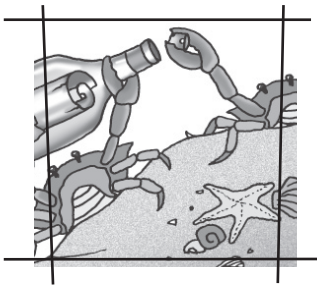
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-9

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|
2. What happens **after** Tanya's mom thinks and thinks? |SQ|
   a. She asks Tanya for a clue to her secret.
   b. She tells Tanya she can't guess her secret.
   c. She guesses Tanya's secret correctly.
   d. She asks Tanya's dad for the answer to the secret.
3. How does Tanya's mom feel about Tanya's surprise? How can you tell? |DC|
4. Do you think Tanya has asked for help figuring out words in the past? How can you tell? |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 30 (paragraphs 1 and 2) aloud with partners.

  page 30 (paragraphs 3–5) 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.

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Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that Tanya's mom will now tell Tanya her secret. The clue I used to make this prediction is that her mom leans down to whisper something in Tanya's ear. I know that people might whisper what a surprise is to keep it secret from others.* **90 points =** *I predict that Tanya's mom will now tell Tanya her secret. The clue I used to make this prediction is that her mom leans down to whisper something in Tanya's ear.* **80 points =** *She will tell Tanya her secret. She whispers something to her.*

2. What happens **after** Tanya's mom thinks and thinks? |SQ|

   a. She asks Tanya for a clue to her secret.

   b. She tells Tanya she can't guess her secret.

   c. She guesses Tanya's secret correctly.

   d. She asks Tanya's dad for the answer to the secret.

3. How does Tanya's mom feel about Tanya's surprise? How can you tell? |DC|

   100 points = *Tanya's mom feels proud and happy about Tanya's surprise. I can tell because she tells Tanya she is proud of her. She gives Tanya a big hug.* **90 points =** *Tanya's mom feels proud and happy about Tanya's surprise. She tells Tanya she is proud of her.* **80 points =** *She is proud and happy. She tells Tanya that.*

4. Do you think Tanya has asked for help figuring out words in the past? How can you tell? |DC|

   100 points = *Yes. I think Tanya has asked for help figuring out words in the past. I can tell because she is very proud that she did it all by herself this time. She says she didn't even need to ask Dad for help. This makes it sound like she has gotten help in the past.* **90 points =** *Yes. I think Tanya has asked for help figuring out words in the past. I can tell because she is very proud that she did it all by herself this time.* **80 points =** *Yes. She is very proud of herself for figuring it out without help this time.*

- 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	Look at your predictions from days 1 and 2. Did any of your other predictions actually happen? Explain how you know. Put a check mark next to your predictions if they were confirmed. Tanya's mom is proud that Tanya looked up the definition of *recipes* on her own. Do you think Tanya's mom should be proud? Why or why not? Tanya answers a question on her own instead of asking for help. Do you think it's important to find the answers to questions without asking others?
	– 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.	

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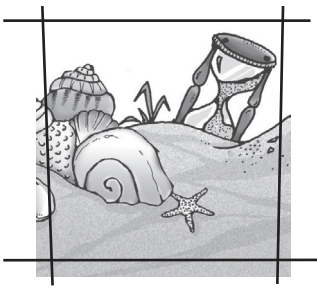


FLUENCY IN FIVE TP

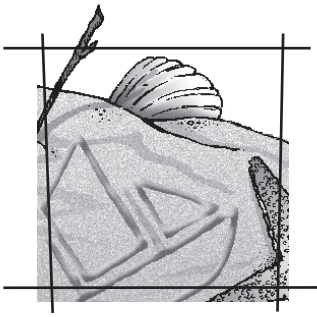
Timing Goal: 5 minutes

- 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-7

Page 28 (paragraphs 1–5) or 30 (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

- 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 are words from this cycle's vocabulary list that they can chunk before the consonant-vowel-consonant-*e*. Display a boat without sails, and write the word "arrive" on the bottom of the boat.

tps

- Use **Think-Pair-Share** to have students tell where you should place the paddle to chunk *arrive*. Randomly select a few students to share.
- Confirm or model by chunking *arrive* between the *r*'s. 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 before the consonant-vowel-consonant-*e*.
- Repeat this with the word *beside*.

- Use **Think-Pair-Share** to have students discuss if anyone chunked either word differently and, if so, to explain their thinking. Randomly select a few students to share.
- Tell students that a good 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.
- 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-9 and S-10

Skill Practice

Write each word 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. advice *ad/vice*
2. reptile *rep/tile*
3. compute *com/pute*
4. porcupine *por/cu/pine*

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Building Meaning			
arrive	searched	beside	replied
eager	confess	actual	pretended

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. Kayla knew it would be hard to <u>confess</u> to her parents about breaking their lamp. *Confess* means—
   a. lay blame.
   b. admit.
   c. cover up.
   d. lie.

Practice Lists		
Group 1		
surprise	escape	before
costume	tadpole	awake
mistake	athlete	exercise
Group 2		
escape	lamb	tadpole
way	exercise	noise
surprise	twin	awake

- 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?**

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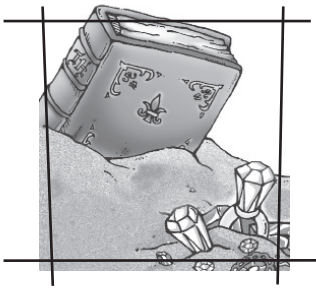


DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

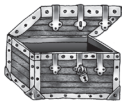
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.

> Did Tanya's mom figure out Tanya's surprise? How do you know?

Listening Comprehension

- Tell students that you are about to read page 31 aloud. Remind students that as you read, you will follow the steps of prediction on your Predicting Strategy Card. Remind students that you will stop after this page to ask yourself if you can tell what might happen next. If you can, then you will make a prediction and write it down.

A Collection of Readings, page 31

- Read page 31 to students. When you finish, use a **Think Aloud** to model making a prediction.

> "Do you recall that I have a surprise for you?" she asked.
>
> My surprise! That's right. Somehow I had forgotten all about it.
>
> "Yes," I said quietly. "I remember."
>
> Mom said, "It has to do with the surprise you just gave me." She took the cookbook, opened it, and said, "Today you get to choose what we have for dinner. And then we can cook it together. You and I will make dinner for the family."
>
> "Hooray!" I shouted. I couldn't wait to help Mom cook.
>
> "Let's look through the cookbook and find your favorite recipes," Mom said.
>
> I didn't need to look. I already knew.

I think that Tanya will tell her mom her favorite recipes. I think this because Tanya's mom just asked her what her favorite recipes are. Write and display this prediction on chart paper, and write "page 31" next to it.

- Point out that you used a clue from the story, that Tanya's mom asked Tanya about her favorite recipes, to make your last prediction.
- Point out that students should write a new prediction at the end of the passage. Remind students to include the clues from the text that they used to make the prediction.

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.

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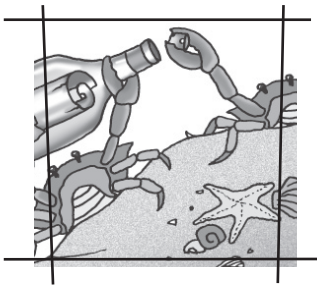
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-11

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|
2. Why is Tanya so excited? |CE|
3. How does Tanya feel differently about the chicken before and after it's fried? |CC|
4. Which of the following best explains why the food smells better than usual to Tanya? |DC • CE|
   a. She used tastier ingredients than usual.
   b. She doesn't have a cold this time.
   c. She used more spices on the chicken.
   d. She helped her mom cook the food.



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 32 (paragraphs 1–3) aloud with partners.

  page 32 (paragraphs 4 and 5) 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. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that Tanya's Aunt Theresa, Uncle Joe, and cousins will come in the house to eat dinner. The doorbell ringing is the clue I used to make this prediction. I know that Tanya expects the rest of her family to come to dinner. People ring the doorbell when they arrive at another person's home.* **90 points =** *I predict that Tanya's Aunt Theresa, Uncle Joe, and cousins will come in the house to eat dinner. The doorbell ringing is the clue I used to make this prediction. I know that Tanya is expecting them.* **80 points =** *Tanya's aunt, uncle, and cousins will come in to eat. The doorbell rings.*

2. Why is Tanya so excited? |CE|

   100 points = *Tanya is so excited because she gets to help her mom cook. Tanya chooses to make her two favorite recipes, gumbo and fried chicken.* **90 points =** *Tanya is so excited because she gets to help her mom cook her two favorite recipes.* **80 points =** *She gets to help make food.*

3. How does Tanya feel differently about the chicken before and after it's fried? |CC|

   100 points = *Tanya feels differently about the chicken before and after it's fried because before it's fried, she doesn't really like how the skin feels. She loves eating the chicken after it's fried.* **90 points =** *Tanya feels differently about the chicken before and after it's fried because before it's fried, she doesn't really like how the skin feels. She loves eating it fried.* **80 points =** *She doesn't like how it feels before it's fried, but loves eating it when it is.*

4. Which of the following best explains why the food smells better than usual to Tanya? |DC • CE|

   a. She used tastier ingredients than usual.

   b. She doesn't have a cold this time.

   c. She used more spices on the chicken.

   d. She helped her mom cook the food.

- 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.

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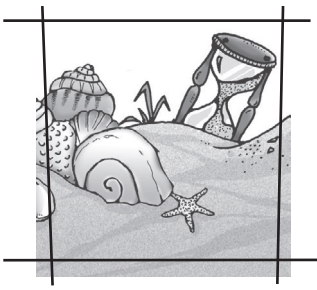
Class Discussion TP

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	Look at your predictions from days 1–3. Did any of your other predictions actually happen? Explain how you know. Put a check mark next to your predictions if they were confirmed. Tanya thinks the fried chicken and gumbo smell better than usual. Do you think food can taste or smell better when you help make it? Why or why not?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

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

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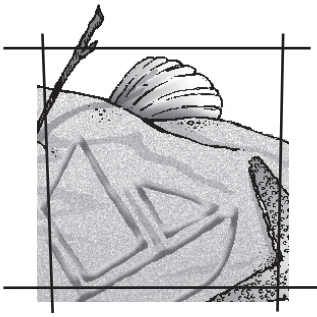
Page 28 (paragraphs 1–5), 30 (paragraphs 1–3), or 32 (paragraphs 1–3)

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



WORD POWER TP

Timing Goal: 10 minutes

- Remind students of the Word Power skill (chunking) and the Word Treasure clue that Captain Read More uses for chunking (boat 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	Terrell rushed to answer the telephone, but he missed the call. I don't believe Winnie's story about seeing a unicorn in the woods.

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- Use **Random Reporter** to choose a student to read each sentence orally, identifying where to chunk the underlined words. *Tele/phone; be/lieve.*
- Point out to students that the word *telephone* does not exactly follow the consonant-vowel-consonant-*e* pattern because there are two consonants at the beginning of the second syllable. Explain that when two consonants blend to make one sound, like the *p* and *h*, which blend to make the /f/ sound, they can be treated as one letter when chunking.
- Point out to students that the word *believe* does not exactly follow the consonant-vowel-consonant-*e* pattern because there are two vowels after the first consonant in the second syllable. Explain that when two vowels make one sound, such as the *i* and *e* making the long *e* sound, they can be treated as one letter when chunking.
- 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

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Skill Practice

Write each word 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. became *be/came*
2. crocodile *croc/o/dile*
3. compete *com/pete*
4. bulldoze *bull/doze*

Building Meaning

arrive	searched	beside	replied
eager	confess	actual	pretended

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.

   Carla was so <u>*eager*</u> to go to school for the first time that she couldn't eat.

On My Own		
tadpole	athlete	twin
noise	exercise	way
before	escape	surprise

- 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?**

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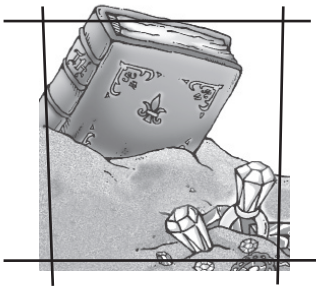


DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- 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.

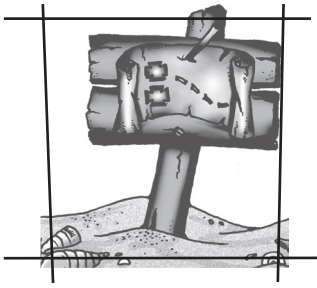
  In yesterday's reading, Tanya helped her mom make fried chicken and gumbo, which are Tanya's favorite dishes. Today we will find out whether Tanya is a good cook.

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

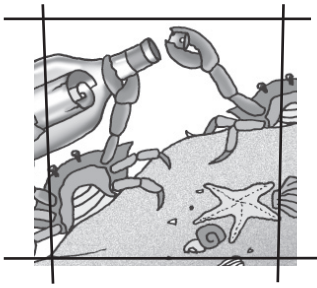
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #6 ask about predicting.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Team Discussion TP

Teacher procedures for Teamwork vary with strategy instruction.

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

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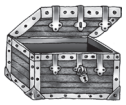
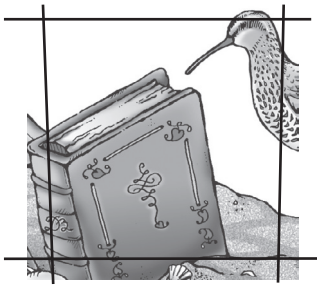
Class Discussion TP

- 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.

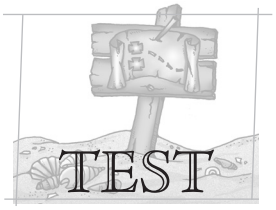


BOOK CLUB

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 33 of *Tanya's Recipes*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. What was one of your predictions from days 1–4? Did any of your other predictions actually happen? Explain how you know. |PR|

   20 points = *One of my predictions was that Tanya's mom would tell Tanya her secret after she came home from the store. This happened in the story. I know because Tanya learns that she gets to choose her favorite recipes to make for their family dinner.* **15 points =** *One of my predictions was that Tanya's mom would tell Tanya her secret after she came home from the store. This happened because Tanya gets to choose her favorite recipes to make.* **10 points =** *I said Tanya's mom would tell her the secret. She does, and they make Tanya's favorite recipes.*

20 points

2. Why could you describe Tanya as impatient? |CH|

   20 points = *I could describe Tanya as impatient because she says she cannot wait for her mom to come home to learn about the surprise. She thinks she has waited for a very long time. She wants to know what the surprise is.* **15 points =** *I could describe Tanya as impatient because she says she cannot wait for her mom to come home to learn about the surprise.* **10 points =** *She says she cannot wait to learn about the surprise.*

10 points

3. Why is Tanya especially excited about today's family dinner? |CE|

   a. She helps her mom make it.
   b. She hasn't seen her aunt in a long time.
   c. She has chosen to make her mom's favorite food.
   d. She doesn't have to help.

10 points

4. What does Tanya's mom do **before** everyone eats? |SQ|

   a. She unfolds her napkin on her lap.
   b. She tells Uncle Joe everything is good.
   c. She tells everyone what Tanya did.
   d. She asks for help setting the table.

20 points

5. How can you tell that Tanya's family is happy for her? |CH|

   20 points = *I can tell that Tanya's family is happy for her because they clap and cheer when Tanya's mom says Tanya learned a new word and helped make dinner. When people are happy, they sometimes clap and cheer.* **15 points =** *I can tell Tanya's family is happy for her because they clap and cheer when Tanya's mom says Tanya learned a new word and helped make dinner.* **10 points =** *Her family claps and cheers for her.*

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20 points

6. Read this paragraph. Make a prediction about what will happen next. Tell why you think that will happen. |PR|

   The knight rode into the forest where the dragon lived. He had heard stories about the evil dragon. He held tight to his sword. Then he heard a rumble and a roar. He looked into the distance.

   20 points = *I predict that the knight will see the dragon. I think this will happen because he's in the forest where the dragon lives. He also hears what sounds like a dragon in the distance.* **15 points =** *I predict that the knight will see the dragon. He's in the forest where the dragon lives.* **10 points =** *He will see the dragon. He is in its forest.*

Word Power

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

Skill Questions

Write each word. Then chunk each word by drawing a paddle between the word parts.

Teacher's Note: Accept reasonable alternate answers as correct.

5 points 1. behave *be/have*

5 points 2. excite *ex/cite*

5 points 3. arrange *ar/range*

5 points 4. fortune *for/tune*

Building Meaning

arrive	searched	beside	replied
eager	confess	actual	pretended

10 points 5. Write a meaningful sentence for the word *replied*.

10 points = *When Mrs. Godfrey asked if anyone had been to the art museum, Jonah replied that he went just last week.* **5 points =** *When Mrs. Godfrey asked if anyone had been to the museum, Jonah replied.* **1 point =** *Jonah replied to Mrs. Godfrey's question.*

10 points 6. Elsa <u>*pretended*</u> that she could see and talk to her little sister's imaginary friend.

10 points 7. Actual elephants seem a lot bigger up close than they do on the television. *Actual* means—

a. believable.
b. real.
c. fake.
d. dishonest.

10 points 8. The dog waited by the front door for her master to *arrive* home.

10 points 9. We put our tents up beside the little stream. *Beside* means—

a. away from.
b. under.
c. above.
d. next to.

10 points 10. Betty felt guilty and wanted to *confess* to Veronica that she had told a lie.

10 points 11. As we played hide and seek, I searched for my friends throughout the house. *Searched* means—

a. looked.
b. followed.
c. led.
d. missed.

10 points 12. Kimberly was *eager* to eat her favorite dinner, so she sat at the table first.

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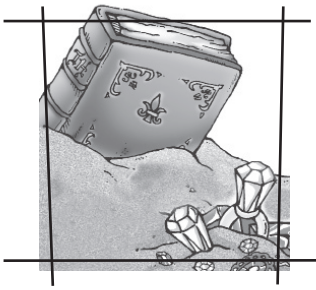


DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

  Today you will write a sensory paragraph about your favorite meal. Tanya gets to choose her favorite foods for the Saturday night family dinner. She chooses fried chicken and gumbo. You will think about your favorite dinner and why you love it, write about it, and then share your paragraph 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 a sensory paragraph.

  A sensory paragraph is a type of descriptive paragraph. Can you guess what you will use to describe the topic? That's right, your senses! Our senses of hearing, sight, smell, taste, and touch tell us a lot about the world around us. We experience things with all of our senses, even if we don't think about it. Writing a sensory paragraph is a good way to describe how something affects us.

- Display the following paragraph. Read the passage aloud to students.

Blackline master provided.

> I love a sunny spring morning after it has rained. The grass and plants glitter as the sun shines on drops of water. The air is full of birds singing with happiness about the sunny day as they look for food. I imagine that the flowers and fruits that the bugs and birds eat taste sweet from the rain. The world smells fresh and clean, like it just got a bath. When I touch trees and plants, they feel damp but strong after a healthy drink of rainwater.

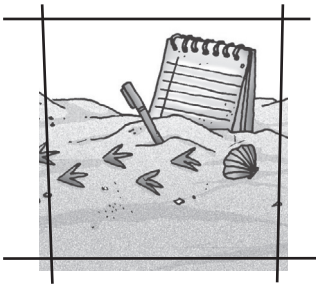
tps

- Use **Think-Pair-Share** to have students identify the main idea of the paragraph. Randomly select a few students to share. *The passage is about a sunny spring morning after it rains.*

- Use **Team Huddle** and **Random Reporter** to have students discuss the sensory descriptions in the paragraph.

  Let's see how the author of this paragraph used sensory details to describe a sunny spring morning. What is the first description we read? *The sun glittering on drops of water.* **Yes. This tells us about something the author sees. We can make a mind movie about that too. We can imagine leaves glittering in the sunlight. What does the author describe next?** *The birds singing.* **That's right. This description appeals to our sense of hearing. What else does the author describe?** *How the flowers and fruits taste sweet.* **Good! We know what sweet things taste like, so this is a good description to help us understand what the author imagines. What is next?** *The author says everything smells fresh and clean.* **Right. We know that it does not smell bad outside, but it smells good. Things smell good after they have been washed, right? What is the last thing the author describes?** *The author describes how the plants feel wet but strong.* **Good. I can imagine what a plant feels like after the rain. It would be wet. The author describes it as strong as well. It must not feel weak or delicate. Plants are strong after they have been watered.**

- Tell students that they will use a sensory chart to help them plan how to use their five senses to describe their favorite dinners.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

  Remember that today you will write a sensory paragraph to describe your favorite dinner.

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

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Writing Prompt

Tanya is very excited to help her mom make her favorite dinner: fried chicken and gumbo. What is your favorite dinner? Write a paragraph about your favorite dinner. Begin your paragraph with an opening sentence that tells the reader your favorite dinner. Then use your five senses—hearing, sight, smell, taste, and touch—to describe your favorite dinner. Provide at least one detail for each of your senses. Write a closing sentence that restates the main idea. At the end of the lesson, you will create a class book that includes all of your favorite dinners.

Scoring Guide

It is a sensory paragraph about your favorite dinner.	**25 points**
Your paragraph begins with an opening sentence that tells the reader your favorite dinner.	**15 points**
You describe your favorite dinner, using your five senses and providing at least one detail for each of those senses.	**10 points each (50 points maximum)**
You include a closing sentence that restates the main idea.	**10 points**

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

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

My favorite dinner: chicken parmesan and angel hair pasta

Sights	Smells	Sounds	Tastes	Textures
melted cheese bubbling on the chicken	breadcrumbs toasting and tomato sauce	slurping sounds as I suck angel hair pasta into my mouth	a little spicy from the tomato sauce and hot on the tongue	a slight crunch from the breadcrumbs, then soft chicken

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 it is important to include an opening sentence that tells the main idea in their paragraphs.

  Remember that a paragraph should have an opening sentence that tells the main idea. This lets the reader know what he or she will be reading about. You do not want to confuse your readers. The main idea of your paragraph should be your favorite dinner.

- Display the following example paragraph. Read the paragraph aloud to students.

Blackline master provided.

> When I look at the chicken parmesan in the oven, I see the cheese bubbling as it melts. The house fills with the smell of breadcrumbs toasting on the chicken, and tomato sauce simmering on the stove. As I try to suck angel hair pasta into my mouth, it makes slurping noises. The tomato sauce is a little spicy and hot on my tongue. The outside of the chicken is slightly crunchy from the breadcrumbs, but soft and juicy inside. This is why I love eating chicken parmesan and angel hair pasta.

- Use **Think-Pair-Share** to have students identify what is missing from the paragraph. Randomly select a few students to share. *An opening sentence that tells the main idea.*
- Use **Team Huddle** and **Random Reporter** to have students discuss why this might make the paragraph confusing to readers.

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I think this paragraph is a good example of why it is important to have a sentence that tells the main idea. It might confuse readers at first. Why might readers get confused as they read the paragraph? *The paragraph begins by talking about chicken parmesan. Then it talks about angel hair pasta.* **Right. The author's favorite dinner is chicken parmesan and angel hair pasta. We find that out in the closing sentence. A person who reads the paragraph might get confused by the switch in foods. That is why it is important to have a sentence that states the main idea. That way, the reader does not get confused when the paragraph mentions both chicken parmesan and angel hair pasta.**

- Tell students to make sure they include an opening sentence that tells the main idea in their drafts.
- 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.	– **What is your team celebration score?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

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Max put on his coat, his mittens, and his hat and then opened the door.

Max ran outside to play.

Celia sat down and opened her book.

Just then, the phone rang. Celia put down the book to answer the phone.

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I love a sunny spring morning after it has rained. The grass and plants glitter as the sun shines on drops of water. The air is full of birds singing with happiness about the sunny day as they look for food. I imagine that the flowers and fruits that the bugs and birds eat taste sweet from the rain. The world smells fresh and clean, like it just got a bath. When I touch trees and plants, they feel damp but strong after a healthy drink of rainwater.

When I look at the chicken parmesan in the oven, I see the cheese bubbling as it melts. The house fills with the smell of breadcrumbs toasting on the chicken, and tomato sauce simmering on the stove. As I try to suck angel hair pasta into my mouth, it makes slurping noises. The tomato sauce is a little spicy and hot on my tongue. The outside of the chicken is slightly crunchy from the breadcrumbs, but soft and juicy inside. This is why I love eating chicken parmesan and angel hair pasta.

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Story Map

Title: *Tanya's Recipes*

Characters:

Tanya

Mom

Dad

Uncle Joe

Aunt Theresa

cousins

Setting:

Where: Tanya's house

When: Saturday

Problem:

Tanya wants to know what her family will have for dinner. Mom tells her that it is a surprise.

Event: Mom goes shopping for groceries. Tanya wants to know what the surprise is.

Event: Tanya looks at a cookbook while she waits for Mom to return. She learns a new word: *recipes*.

Event: Mom gets home. Tanya helps her unpack the groceries. Mom tries to guess what Tanya is so excited about.

Event: Mom tells Tanya she gets to choose what they will have for dinner and help her cook.

Event: Mom and Tanya cook fried chicken and gumbo.

Solution:

Tanya's aunt, uncle, and cousins come for dinner. Tanya and her mom serve Tanya's favorite foods.

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 / *Tanya's Recipes*
English Language Arts Standards: *Reading: Literature*
Integration of Knowledge and Ideas RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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: *Writing*
Research to Build and Present Knowledge W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

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INFORMATIONAL (6 DAY)

From the Telegraph to the Internet

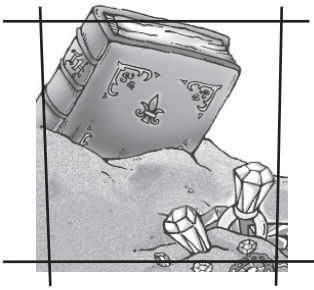
Written by Tanya Jackson
The Savvy Reader—Predicting, A Collection of Readings, pages 35–45
Success for All Foundation, 2011

Summary

How does technology help people communicate with each other? Thanks to modern technology, you can call on a cellular phone, e-mail, or post information on the World Wide Web. But how did these inventions come to be? Learn about the history of communication devices, from the telegraph to the Internet.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	**Predicting (PR)**	***R*-controlled vowels**	**Write a summary paragraph.**
	Students will use their background knowledge and clues from the text to predict what they will learn from the text.	Students will identify the *r*-controlled vowels *er*, *or*, and *ar* to help them read words.	Students will write summary paragraphs that describe and contrast the three types of written communication they read about in the text.



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 read *From the Telegraph to the Internet* by Tanya Jackson. Before we read parts of the text, we will predict what we think we will read about and learn. Good readers make predictions to help them have a purpose for reading and to better understand the subject of the text.

- 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 how to identify the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.

  When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us that we need to find the topic of the book. I can do a few things to figure out the topic of a book. First, I can read the title: *From the Telegraph to the Internet*. It sounds like the book will be about the ways we communicate with one another. I know the telegraph was a really old-fashioned way to communicate. People used to get telegrams. I know the Internet is a popular way to communicate now. I can also look at the front cover and flip through the pages of the book to see if I can find any more clues about the topic. Page through the book. **I see a lot of pictures of the things that we use to communicate. I see pictures of telephones, radios, televisions, and cell phones. I think the topic of the book is tools we use to communicate.**

- Use the items below to build or activate background knowledge about the topic.
  - Use **Team Huddle** to have students discuss if they have ever used the Internet on a computer. Tell students to think about whether they have ever visited a kid-friendly website, read an e-mail, or watched a video online. Use **Random Reporter** to select students to share.
  - Use **Think-Pair-Share** to have students discuss how they communicate with friends when they aren't near them. Do they call on the phone, write an e-mail, or write a letter? Randomly select a few students to share.
  - Share a few interesting or important facts about communication. For example, people have always looked for ways to send messages quickly. Many cultures, from the Chinese to the American Indians, have used smoke signals to send warnings and messages to people far away. The location of the smoke, color, or way the smoke was forced to rise meant different things to the people communicating.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model how to identify the intent of the author.

  Now that we know the topic of this book, we can move on to the second step of TIGRRS. This step tells us that we need to identify the author's intent. That means we should figure out why the author wrote the book or what she wants us to learn from reading the book. When I looked through the pages of *From the Telegraph to the Internet*, I saw a lot of different ways to communicate. Some of them were really old, and some of them

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were newer. I think the author's intent is to tell me how the ways people communicate have changed over the years. When we read, we should look for information that tells us about how the ways we communicate have changed.

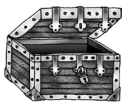
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

  When we read informational texts, we use graphic organizers to help us sort important information. The next step in TIGRRS is to identify which organizer we will use as we read. Let me take a look at the text. I don't see any words telling me to compare or contrast. It doesn't seem like there are a lot of problems or causes and effects either. It seems like the text is full of main ideas and supporting details. We use idea trees for main ideas and supporting details. Display an idea tree. **This is an idea tree. I will use an idea tree as I read to write down the most important information in the book. I know that the section of the idea tree that says "Topic" is where I will write the topic of the text. The information that we will write in the circles on the idea tree are the main ideas of the text. Along the small lines that are attached to the circles, I will write the supporting details of 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-13

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

Word and Page Number	Identification Strategy	Definition	Sentence
studied page 38	base word + ending: stud(y) + i + ed	learned about	In math class we *studied* how to add long numbers.
pattern page 38	chunk: pat-tern	series, shape, design	Together, the stars made a heart-shaped *pattern* in the sky.
inventor page 38	chunk: in-vent-or	someone who does something in a new way	The *inventor* works on new ideas that will change the world.
attached page 42	base word + ending: attach + ed	connected, hooked	The flag is *attached* to the flagpole with a rope.
instant page 42	chunk: in-stant	very quick time	My calculator adds long numbers in an *instant*, so it's fast.
popular page 42	chunk: pop-u-lar	well liked, enjoyed by many	Many people loved the book by the *popular* author.
types page 44	base word + ending: type + s	kinds, sorts	The fruit market sells many *types* of fruit from around the world.
ordinary page 44	chunk: or-din-ar-y	regular, usual	On *ordinary* days, I ride the bus to school, but on special days, Dad takes me.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

  Making predictions about an informational text differs from making predictions in literature. When we read literature, we use what we have read so far about events, places, and characters to help us predict future events. When we read informational texts, we have to look for clues, such as titles, headings, pictures, boldface text, captions, and other text features to predict what we will read or learn. Making predictions about readings from informational text is a lot like what we do when we use the TIGRRS process to find the topic.

- Use **Think-Pair-Share** to have students make predictions about everyday events. Example questions and events are provided on the following page. Randomly select a few students to share.

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Let's make a prediction. Imagine that you are about to go to music class. What activity would you predict that you would do there? Share your thoughts with your partner. After the partners share, randomly select a few students to share with the class. **Let's make another prediction. Suppose you hear a fire alarm at school. What do you predict will happen next?** After the partners share, randomly select a few students to share with the class.

- Explain that the things we predict will either happen or not. Use the above examples to illustrate this point.

  The things that we predict will either happen or not. In the music class example, you might sing songs, play instruments, or listen to music. In the fire alarm example, you might line up to go outside. On the other hand, if you hear that it is a false alarm, you might stay in your classroom. Whether your predictions happen or not, they are strong guesses because they are supported by experience. Often when we go to music class, we sing songs or play instruments. When we hear fire alarms, we leave the building.

- Explain that good readers make predictions when they read and explain that they do this by thinking about what they have read, what they know, and by asking themselves if any clues in the text tell them what is ahead. Explain that once readers make predictions about what they will read or learn about, they read on to see if their predictions match what they read.
- Display the following passage, and explain that it is a headline and the first part of an article from an old newspaper.

Blackline master provided.

> **Lincoln Wins Reelection**
>
> (Washington, D.C.) — Last night, Abraham Lincoln was elected president for the second time. He defeated his rival, General George McClellan. It was not a close election. President Lincoln won almost all the votes. President Lincoln will be sworn in to office early next year….

- Before you read the passage, model using the headline and your background knowledge about newspapers to make a prediction about what you might read or learn. Write this prediction on chart paper.

  Remember, when we read informational texts, we look for clues about what we might learn or read about next. When we see these clues, we ask ourselves if we have ideas about what is ahead. For example, I see the headline, "Lincoln Wins Reelection." I know that headlines in newspapers usually tell me what the article that follows will be about. So, I predict that this article will be about Abraham Lincoln winning his second presidential election. Write this prediction on chart paper.

- Model making a prediction about the article by using the headline and your background knowledge about newspapers. Write your prediction on chart paper.

  Remember that we should look for clues that will help us to predict what we might read about or learn in informational texts. Let me begin reading this article to see if I can make any predictions about what I will learn from it. Read the headline aloud. **This article has a headline. That's a type of text feature. I know that headlines are usually good clues about what I will read in the article. This headline says "Lincoln Wins Reelection." I know there was a famous Lincoln in American history—Abraham Lincoln. He was one of our nation's presidents. I predict that this article will be about him being elected president for a second term.** Write this prediction on chart paper.

- Reread the headline and the rest of the article aloud. Model reviewing your prediction to see if your prediction is the same as what you learned.

  Now I need to see if my prediction is accurate. I used the headline as a clue to guess that the article would be about Abraham Lincoln getting reelected. My prediction matched what I learned from the article. I read about how he beat General George McClellan to win reelection. My prediction matched this time, but it's important to remember that sometimes our predictions might not match what is in the text.

- Display the following passage.

Blackline master provided.

Tiger Lily

The tiger lily is a yellow and orange flower. It is in the lily family of flowers. It has black spots and stripes. That is how it gets its name. The tiger lily is found all over the world. Some people grow it to eat it.

- Read the heading aloud, and use a **Think Aloud** to model predicting what you will learn in the passage.

  The heading on this passage is "Tiger Lily." Hmm, I know that Tiger Lily is a character in the book *Peter Pan*. This passage could be about her.

- Reread the heading and passage aloud, and model reviewing your prediction to see if your prediction is the same as what you learned.

  This time, I did not make a good prediction based on the clues I had. I said it would be about a character in a book. The passage is about a flower! The flower is orange and has black spots and stripes, which is how it gets its name.

- Explain that making predictions and reading to see what the text is about makes texts interesting. Point out that readers often feel satisfied when their predictions match the text and surprised when they do not.

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- Pass out the Predicting Strategy Cards, and review the steps for prediction on the informational side of the card. Point out that these steps will remind students to make predictions, explain their clues, and confirm their predictions.
- Tell students that they will predict 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.
- Preview page 37 by reading the heading and text box aloud, and point out the picture on the page. Use a **Think Aloud** to model making a prediction about this page using these clues, and write your prediction on chart paper.

  Let me make a prediction about what I will learn on this page. The heading says "Communication Now and Then." I know the text is called *From the Telegraph to the Internet*, which tells me about ways of communicating long ago and in modern times. There is also a text box on the page. Read the text box aloud. **This text box defines the word *communicate*. I think I will learn a little about communication on this page. I think I'll learn about communication in the past and the present.**

- Read page 37 aloud, stopping to ask questions, make points, or focus students' attention as needed. Model pointing out other clues you read that helped you make your prediction.

A Collection of Readings, page 37

Communication Now and Then

Imagine that your team just won an important baseball game. The team won because you hit a home run! You're very excited and very proud of yourself. You want to tell your grandmother, who played baseball when she was young. You're sure she would like to hear all about it. But she lives hundreds of miles away.

Do you pick up the telephone and dial her number? Maybe you send her an e-mail or start video chatting with her. You could ask your mom to use her cellular phone. Any of these methods of communication would work.

But what if you lived in the year 1850? What would you do then? Your only choice would be to send Grandma a letter through the mail. That could take days!

communicate (v):
To pass information to someone else. Long ago, writing a letter was the only way to communicate *with people far away.*

- Explain to students that you will confirm your prediction when you reread the page on day 3 to identify more details about the text.
- Summarize the main ideas, and add them to your idea tree.

- Tell students that they will make predictions about the text using clues, such as text features, before they read during Partner Reading.

Preview Team Talk

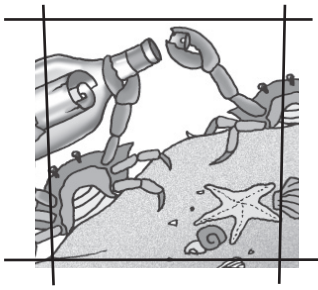
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-14

Team Talk

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|
2. What is Morse code? |CL|
3. How is the telephone different from Morse code? |CC|
   a. The telephone sends sounds over wires.
   b. The telephone sends pictures over wires.
   c. The telephone sends digital letters over wires.
   d. The telephone sends electric shocks over wires.
4. Why do people listen to the radio? |CE|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

Teacher's Note: The Partner Reading routine is different for the predicting lessons.

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS. Remind students that they will make a prediction about the text that will be used to answer question #1 in Team Talk. Tell students to record their predictions in their journals before they read and restate: SR

  pages 38–40 aloud with partners.

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

Team Discussion TP

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

Team Talk

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that page 38 will be about the telegraph machine. One clue I used to make this prediction was the heading, "Early Machines: The Telegraph." There is also a caption that talks about telegraph operators and messengers.* **90 points =** *I predict that page 38 will be about the telegraph machine. One clue I used to make this prediction is the heading, "Early Machines: The Telegraph."* **80 points =** *Page 38 will be about telegraphs. The heading is a clue.*

2. What is Morse code? |CL|

   100 points = *Morse code is a pattern of dots and dashes. People send the dots and dashes over wires. At the other end, people read the dots and dashes. They know what the code means.* **90 points =** *Morse code is a pattern of dots and dashes. People send the dots and dashes over wires.* **80 points =** *It's a pattern of dots and dashes sent over wires.*

3. How is the telephone different from Morse code? |CC|

   a. *The telephone sends sounds over wires.*
   b. The telephone sends pictures over wires.
   c. The telephone sends digital letters over wires.
   d. The telephone sends electric shocks over wires.

4. Why do people listen to the radio? |CE|

   100 points = *People listen to the radio for news and for fun.* **90 points =** *They listen for news and for fun.* **80 points =** *For news and for fun.*

- 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	People could only read Morse code if they studied the pattern. Have you and your friends ever used a code when speaking or writing to one another? Why? Radios don't need wires to pick up signals. Do you think this makes radios a handy device? When might this be helpful?
	– 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.	

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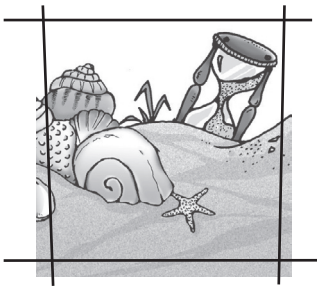


FLUENCY IN FIVE TP

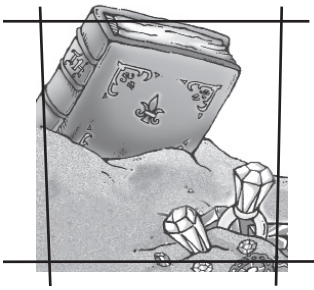
Timing Goal: 5 minutes

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

Page 38 (paragraphs 1 and 2)

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

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary TP

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

Strategic Review

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

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- 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 you use a telephone differently from Morse code?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we began reading about some early ways people communicated. People often wrote letters, but a letter took a long time to reach another person. Inventions like the telegraph and Morse code, telephones, and radios made sending messages or news quicker.

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

- Preview page 41 of the text. Use a **Think Aloud** to point out clues, such as the heading and pictures. Model making a prediction about this page using these clues, and write your prediction on chart paper.

Let's see what predictions I can make about this section of the text using clues on the page. I see that the heading is "Sound to Sight: Inventing the Television." I think this page might be about how televisions were invented. I also see some photographs on the page. One is of a kid watching television. Another is of a remote control changing a television station. I used clues on the page to make a prediction.

- Read page 41 aloud, stopping to ask questions, make points, or focus students' attention as needed.

A Collection of Readings, page 41

> **Sound to Sight: Inventing the Television**
>
> Imagine life without your favorite TV show or without the news. How would you know what is going on in the world? Until the 1930s, everyone used radios and telephones to get information.
>
> During the heyday of radio, or its most important time, scientists worked on something new. They knew sound could be sent without wires. Maybe pictures could be sent too. Some of their ideas failed. Others led to new ideas.
>
> Then, in 1927, it happened. A telephone company and the U.S. government sent and received the first television picture. This was only the beginning. It wasn't long before television became the most popular way for people to keep in touch with the world around them.

- Explain to students that you will confirm your prediction when you reread the page on day 4 to identify more details about the text.
- Summarize your main ideas, and add them to the idea tree.
- Tell students that they will make predictions about the text using clues, such as text features, before they read during Partner Reading.

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-14

Team Talk

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|
2. What does the *e* in *e-mail* stand for? |CL|
3. Is e-mail the only form of communication you can use on the Internet? Why or why not? |DC|
4. You can tell landline or ordinary phones are not as popular anymore because— |DC|
   a. you should not use them in a movie theater.
   b. some people only have cellular phones.
   c. you can get hurt talking on the phone while walking.
   d. they use wires instead of signals from towers.

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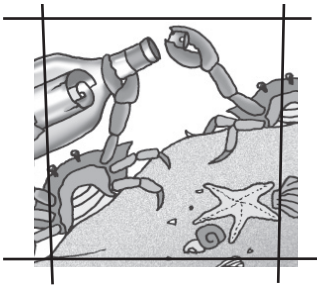

TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

Teacher's Note: The Partner Reading routine is different for the predicting lessons.

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS. Remind students that they will make a prediction about the text that will be used to answer question #1 in Team Talk. Tell students to record their predictions in their journals before they read and restate: SR

  pages 42–45 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 prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predicted that page 43 would be about using the Internet to communicate. A clue I used to figure this out was the heading. It says "Keeping in Touch with the Internet: The World Wide Web." When you keep in touch with someone, you communicate with him or her. There is also a text box about websites. There is a photograph of a wire plugged into the Internet plug.* **90 points =** *I predicted that page 43 would be about using the Internet to communicate. A clue I used to figure this out was the heading. It says "Keeping in Touch with the Internet: The World Wide Web."* **80 points =** *Page 43 would be about the Internet. The heading is a clue.*

Team Talk continued

2. What does the *e* in *e-mail* stand for? |CL|

   100 points = *The* e *in* e-mail *stands for the word* electronic. *E-mail is something you send over a computer, so it is electronic.* **90 points =** *The* e *in* e-mail *stands for the word* electronic. **80 points =** *It stands for* electronic.

3. Is e-mail the only form of communication you can use on the Internet? Why or why not? |DC|

   100 points = *No, e-mail is not the only form of communication you can use on the Internet. You can use the Internet to type conversations with friends that are faster than e-mails. If you have cameras on your computers, you and your friends can talk to one another face to face.* **90 points =** *No, e-mail is not the only form of communication you can use on the Internet. You can use the Internet to type conversations with friends that are faster than e-mails.* **80 points =** *No, you can type fast conversations with friends or use cameras to talk face to face.*

4. You can tell landline or ordinary phones are not as popular anymore because— |DC|

   a. you should not use them in a movie theater.

   b. some people only have cellular phones.

   c. you can get hurt talking on the phone while walking.

   d. they use wires instead of signals from towers.

- 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.

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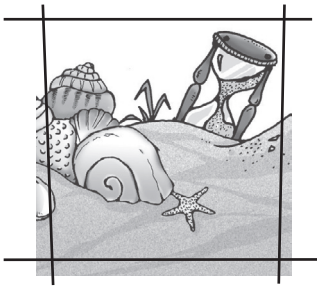
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.	
	– Allow students time to discuss your questions.	
	– Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Do you use the phone to talk with other people? Who do you talk to on the phone and why? A lot of kids have cell phones of their own. Do you think young kids should have cell phones? Why or why not?
	– Award team celebration points.	

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



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

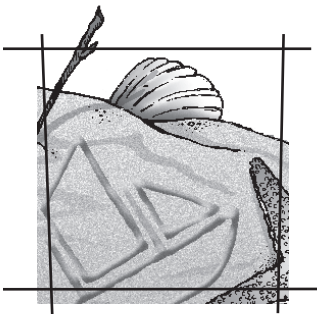
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-13

Page 42 (paragraph 2)

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

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



WORD POWER TP

Timing Goal: 10 minutes

- 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 "rule" and "ruler" below it.

Blackline master provided.

rule ruler

tps

- Point out that the clue is a ship's wheel, which is used to steer boats, and the two words. Use **Think-Pair-Share** to have students identify what they notice about the words. Randomly select a few students to share. *The letter* r *is added to the word* rule *to make a new word.*
- Read the words. Explain that when *r* comes just after a vowel, it usually controls, or changes, that short vowel sound.
- Point out that in some words, such as *rule*, the *e* at the end of the word is silent, and that when an *r* is added to the word, the *e* changes and makes a sound.

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- 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 like the *r* controls the vowel sound.
- Write the words "lark" and "corn" on the board. Draw a ship's wheel (a circle) above the *ar* in *lark* and the *or* in *corn*. Explain that its purpose is to help identify and remember the *r*-controlled vowels. Tell students that identifying and reading the *r*-controlled vowels can help them read difficult words.

- 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 watch 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**

Student Edition, pages S-14 and S-15

Skill Practice

Write each word in your journal. Then draw a circle above the *r*-controlled vowels, and read each word.

1. tar *tar*
2. forgive *forgive*
3. supper *supper*
4. lard *lard*

Building Meaning			
studied	pattern	inventor	attached
instant	popular	types	ordinary

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. Which of the following describes something that happens in an instant?
   a. *lightning flashing*
   b. paint drying
   c. mountains shrinking
   d. grass growing

- 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?**

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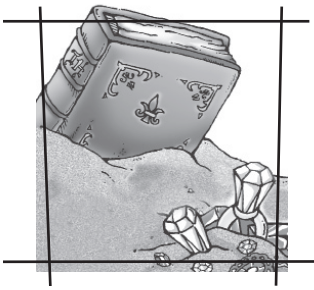

DAY 3

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 is e-mail?

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 more ways that we communicate with one another. Millions of people around the world watch television. People can use their computers to communicate in a variety of ways. Cellular phones are very popular with people of all ages.

- 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.
- Remind students that you made a prediction about page 37 when you read it on day 1.

  When I first read this section, I used the clues on the page to make a prediction about it. I said it would be about communicating in the past and the present. I used the heading, text box, and a picture on the page to make that prediction.

- Reread page 37 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying details from the text that either support or do not support your prediction.

A Collection of Readings, page 37

> **Communication Now and Then**
>
> Imagine that your team just won an important baseball game. The team won because you hit a home run! You're very excited and very proud of yourself. You want to tell your grandmother, who played baseball when she was young. You're sure she would like to hear all about it. But she lives hundreds of miles away.
>
> Do you pick up the telephone and dial her number? Maybe you send her an e-mail or start video chatting with her. You could ask your mom to use her cellular phone. Any of these methods of communication would work.
>
> But what if you lived in the year 1850? What would you do then? Your only choice would be to send Grandma a letter through the mail. That could take days!
>
> communicate (v):
> *To pass information to someone else. Long ago, writing a letter was the only way to* communicate *with people far away.*

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When we reread during the TIGRRS process, we're supposed to look for more details that help us better understand the text. Looking for more details can help us see whether our predictions were good ones. Let's see if my prediction matches what I learned. I see that the page mentions that today, I can call, e-mail, video chat, or use a cell phone to call my grandma and tell her news. These are all modern forms of communication. Then the text mentions the year 1850. It says that if I had lived back then, I would have had to write a letter that could have taken days to reach Grandma with my news. I see that the caption on the page mentions the Pony Express. I know the Pony Express existed a long time ago. It was a way of sending mail. I think my prediction does match what I learned. I learned about communication in the past and the present.

- Summarize the supporting details for the main ideas, and add them to the idea tree.
- Tell students that they will discuss whether their predictions match what they learned from the text.

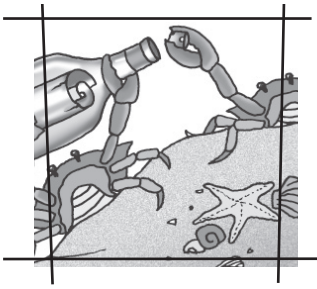
Preview Team Talk

- 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-15

Team Talk

1. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On) |PR|
2. Morse code is a pattern of dots and dashes. Using the chart on the side of page 38, what do you think the difference is between a dot and a dash? |DC • TF|
3. Which of the following best describes a party line? |CL • TF|
   a. a phone line shared by your family
   b. a phone line used to plan neighborhood parties
   c. a phone line shared with several neighbors
   d. a phone line that is more fun than usual
4. How does a radio work? |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 38–40 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 prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On) |PR|

   (Answers may vary.) **100 points =** *On day 1, I predicted that I would learn about telegraph machines on page 38. What I learned matches what I predicted. I learned how Samuel Morse invented a machine that could send patterns of dots and dashes over wires. He called it the telegraph. People were paid to work the machines and deliver messages.* **90 points =** *On day 1, I predicted that I would learn about telegraph machines on page 38. What I learned matches what I predicted. I learned how Samuel Morse invented a machine that could send patterns of dots and dashes over wires.* **80 points =** *I predicted that I would learn about telegraph machines. I learned how Samuel Morse invented the telegraph.*

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Team Talk continued

2. Morse code is a pattern of dots and dashes. Using the chart on the side of page 38, what do you think the difference is between a dot and a dash? |DC • TF|

   (Accept supported answers.) **100 points =** *I think the difference between a dot and a dash is how long you hold the button or make the sound over the wires. I see that a dash is a longer line than the dots in the chart on page 38.* **90 points =** *I think the difference between a dot and a dash is how long you hold the button or make the sound over the wires. A dash is longer than a dot.* **80 points =** *It depends on how long you push the button to make the sound. A dash is longer.*

3. Which of the following best describes a party line? |CL • TF|

   a. a phone line shared by your family

   b. a phone line used to plan neighborhood parties

   c. a phone line shared with several neighbors

   d. a phone line that is more fun than usual

4. How does a radio work? |CE|

   100 points = *A radio works by picking up sound waves traveling through the air. The sounds travel as radio waves. A radio catches the waves and plays them aloud for you.* **90 points =** *A radio works by picking up sound waves traveling through the air and playing them.* **80 points =** *It picks up radio waves and plays sound.*

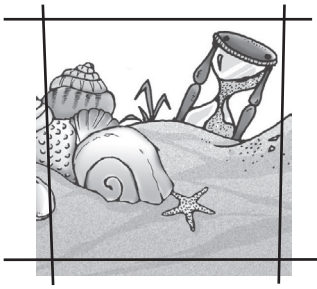
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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	Why do you think the telephone is so much more popular than the telegraph? Explain your reasoning. Party lines were very popular long ago. Do you think you would want to share a phone line with your neighbors? Why or why not?
	– Award team celebration points.	

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



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

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

Student Edition, page S-13

Page 42 (paragraph 2) or 40 (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.

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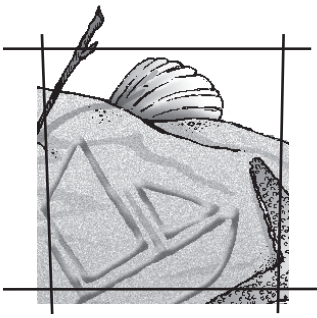
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners 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 and remind students of the skill they are working on (*r*-controlled vowels).
- Point out that there are several words from this cycle's vocabulary list that have *r*-controlled vowels in them. Write the word "pattern" on the board.
- 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 (circle) above the *er* after randomly selecting a few students to share.

pattern

- Write the words "inventor," "popular," and "ordinary" on the board.
- Use **Think-Pair-Share** to have students identify the *r*-controlled vowels and draw, or place, a ship's wheel (circle) above the *or* and *ar* in the words after randomly selecting a few students to share.

inventor popular ordinary

- 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 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-15 and S-16

Skill Practice

Write each word in your journal. Then draw a circle above the *r*-controlled vowels, and read each word.

1. force *force*
2. corner *corner*
3. market *market*
4. overthrow *overthrow*

Building Meaning

studied	pattern	inventor	attached
instant	popular	types	ordinary

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 describes something that does not happen in an instant?
   a. a snap of the fingers
   b. a second in time
   c. a tree growing taller
   d. flicking on a light switch

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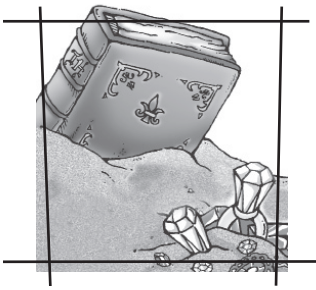
Practice Lists		
Group 1		
mother	charge	sort
war	worse	meter
interest	party	whether
Group 2		
party	rain	interest
else	sort	while
mother	deep	charge

- 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.

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- 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 can you tell the difference between a dot and a dash?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

  Yesterday we read more details about different ways to communicate. The telegraph was one of the first ways to send messages quickly. Samuel Morse invented a machine that sent patterns of dots and dashes over wires. People translated the patterns into words and delivered the messages. It was a lot faster than regular mail. Then Alexander Graham Bell invented the telephone, which allowed people to speak and send the sound of their voice over wires. The invention of the radio by Guglielmo Marconi allowed people to send sound wirelessly to thousands of people at once.

- 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.
- Remind students that you made a prediction about page 41 when you read it on day 2.

  When I first read this section, I made a prediction about it using clues on the page. I said it would be about inventing the television. I used the heading and photographs on the page to make that prediction.

- Reread page 41 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying details from the text that either support or do not support your prediction.

A Collection of Readings, page 41

> **Sound to Sight: Inventing the Television**
>
> Imagine life without your favorite TV show or without the news. How would you know what is going on in the world? Until the 1930s, everyone used radios and telephones to get information.
>
> During the heyday of radio, or its most important time, scientists worked on something new. They knew sound could be sent without wires. Maybe pictures could be sent too. Some of their ideas failed. Others led to new ideas.
>
> Then, in 1927, it happened. A telephone company and the U.S. government sent and received the first television picture. This was only the beginning. It wasn't long before television became the most popular way for people to keep in touch with the world around them.

When we reread during the TIGRRS process, we're supposed to look for more details that help us better understand the text. Looking for more details can help us see whether our predictions were good ones. Let's see if my prediction matches what I learned. I see that until the 1930s, everyone used the radio or telephone to spread news. Scientists wanted to figure out how to send pictures through wires the same way sound is sent. They did this successfully in 1927. I think my prediction does match what I learned. I learned how television was invented.

- Tell students that they will discuss whether their predictions match what they learned from the text.

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.
- 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-17

Team Talk

1. What prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On) |PR|
2. A cell phone is different from a landline because it— |CE|
   a. does not allow you to speak with people.
   b. cannot leave your house or it will lose signal.
   c. cannot receive pictures or text messages from friends.
   d. does not need wires and can go everywhere with you.
3. How do some cell phones help people communicate in more ways than just talking? |DC|
4. Use the following important ideas to help you summarize *From the Telegraph to the Internet*. |SU|

   The telegraph and telephone allowed messages to be sent over wires.

   Radio and television allowed messages to be sent wirelessly.

   Computers and the Internet help people communicate faster than ever.

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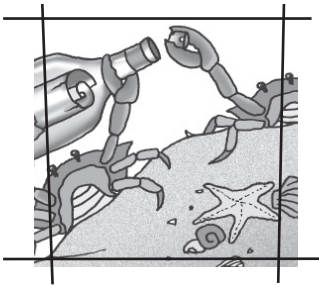

TEAMWORK

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 42–45 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 prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On) |PR|

   (Answers may vary.) **100 points =** *On day 2, I predicted that I would learn about using the Internet to communicate on page 43. What I learned matches what I predicted. I learned how people have many ways to communicate on the Internet. People can make websites that you visit and read. You can type messages to people instantly. You can use video cameras to talk to people face to face on the Internet.* **90 points =** *On day 2, I predicted that I would learn about using the Internet to communicate on page 43. What I learned matches what I predicted. I learned how people have many ways to communicate on the Internet.* **80 points =** *I predicted that I would learn about communicating with the Internet. I learned there are many ways to do this.*

Team Talk continued

2. A cell phone is different from a landline because it— |CE|
   a. does not allow you to speak with people.
   b. cannot leave your house or it will lose signal.
   c. cannot receive pictures or text messages from friends.
   d. does not need wires and can go everywhere with you.

3. How do some cell phones help people communicate in more ways than just talking? |DC|

   100 points = *Some cell phones help people communicate in more ways than just talking by having cameras on them. You can take pictures with your phone and send them to friends. Some phones also let you get on the Internet. You can send e-mail from your phone.* **90 points =** *Some cell phones help people communicate in more ways than just talking by having cameras on them. You can take pictures with your phone and send them to friends.* **80 points =** *Some phones take pictures or let you use the Internet.*

4. Use the following important ideas to help you summarize *From the Telegraph to the Internet*. |SU|

   The telegraph and telephone allowed messages to be sent over wires.

   Radio and television allowed messages to be sent wirelessly.

   Computers and the Internet help people communicate faster than ever.

   100 points = *Communication has come a long way in the past 100 years. People used to have to wait a long time to receive letters in the mail. When the telegraph was invented, messages could be sent over wires using Morse code. People got these messages quickly. Then the telephone allowed people to talk to other people over wires. Next, the radio allowed sound to be sent to thousands of people at once without wires. Television allows people to see pictures and sound wirelessly. Now people use the Internet to send e-mail or chat. People also now use cell phones to talk or send messages from anywhere.* **90 points =** *Communication has come a long way in the past 100 years. People used to have to wait a long time to receive letters in the mail. When the telegraph was invented, messages could be sent over wires using Morse code. Then the telephone allowed people to talk over wires. Next, the radio allowed sound to be sent without wires. Television allows people to see pictures and sound wirelessly. Now people use the Internet to communicate. People also use cell phones.* **80 points =** *Communication has come a long way in the past 100 years. The telegraph allowed messages to be sent over wires. Then the telephone allowed people to talk. Radio and television allows sound and pictures to be sent wirelessly. Now people use the Internet to communicate. People also use cell phones.*

- If some teams finish ahead of others, have them work on their graphic organizers.

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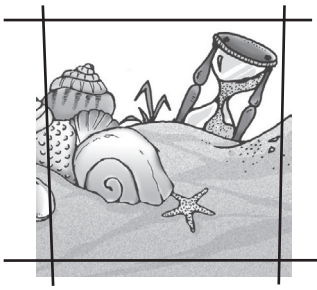
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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	You might use a lot of newer ways to communicate than your grandparents or older neighbors. Do you think older people have trouble using newer ways of communicating? Why or why not? People are using cell phones more than ever. Do you think it's important to learn to be polite with them? For example, think about how someone using a cell phone in a movie theater would affect you.
	– 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-13

Page 42 (paragraph 2), 40 (paragraphs 1 and 2), or 45 (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.

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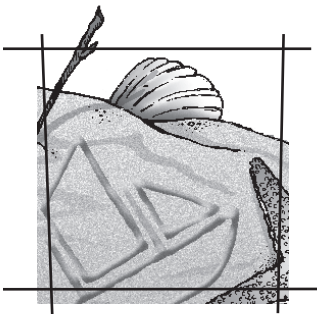

WORD POWER TP

Timing Goal: 10 minutes

- 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).

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 *r*-controlled vowels in the underlined words.

Word Power Challenge

The general told his troops to stop and set up camp in the grassy field.

We always look forward to the big fireworks show on Independence Day.

- Use **Random Reporter** to have students identify the *r*-controlled vowels in the underlined words.

general forward

- 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-17 and S-18

Skill Practice

Write each word in your journal. Then draw a circle above the *r*-controlled vowels, and read each word.

1. effort *effort*
2. target *target*
3. govern *govern*
4. sailor *sailor*

Building Meaning			
studied	pattern	inventor	attached
instant	popular	types	ordinary

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 *attached* my new paper to the old one with a staple.

On My Own		
worse	meter	else
charge	interest	while
deep	war	rain

- 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?**

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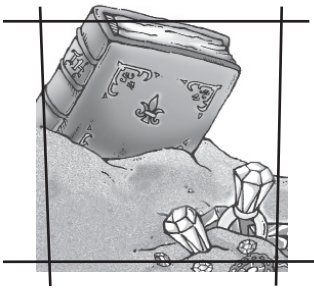


DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

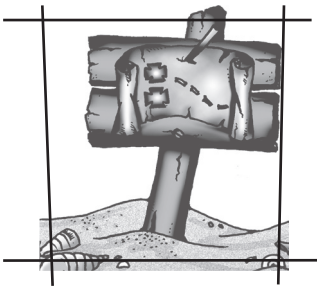
  Today you will read about the Pony Express. You read about how technology helped speed up communication this cycle.

Vocabulary TP

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. SR

Prepare Students for the Test

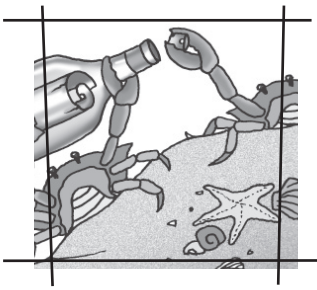
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #3 ask about predicting.
- Ask students to underline key words or phrases in question #3.
- Tell students they will make a prediction about the test passage before reading or filling out their graphic organizers.
- 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

Team Discussion TP

Teacher procedures for Teamwork vary with strategy instruction.

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

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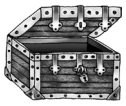
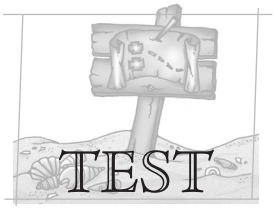
Class Discussion TP

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



Test Passage

Preview the test passage, and answer the following question.

20 points

1. What prediction can you make about the passage before reading? What clues helped you make this prediction? |PR|

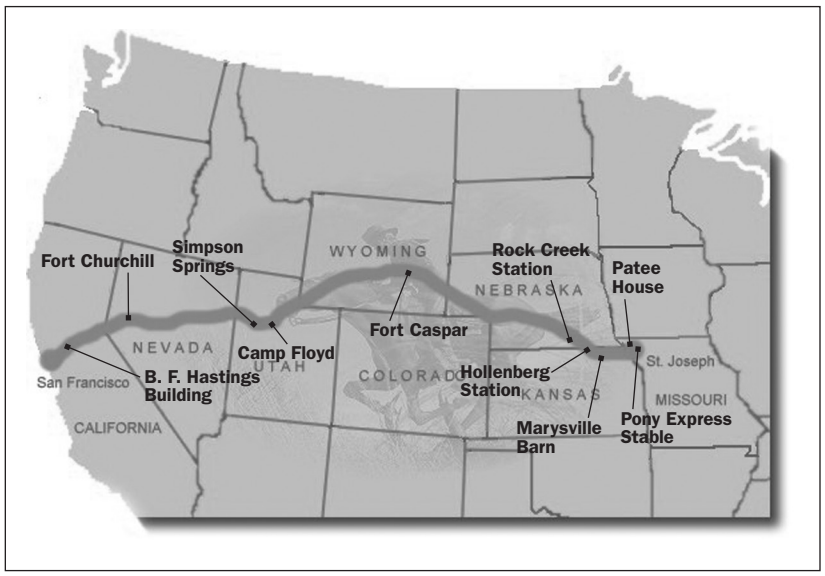
   20 points = *I predict that this passage will be about how mail was delivered by horses in the past. I used the heading as a clue. It says "Mail by Horse." I know that people rode horses before there were cars. The mail must have been delivered by people riding horses long ago.* **15 points =** *I predict that this passage will be about how mail was delivered by horses in the past. The heading is a clue. It says "Mail by Horse."* **10 points =** *It will be about delivering mail by horse. The heading tells me.*

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Mail by Horse

News and mail moved slowly in the past. It took more than a month for mail to go from California to the East. People wanted news from home faster. A company created the Pony Express in 1860. They hired boys to carry mail across the west. The boys rode horses. They changed horses at rest stations. This let them ride quickly. It took ten days for mail to go from place to place. The service ran for less than two years. Telegraph lines took the place of horses. News could go across the country in minutes.

Source: www.xphomestation.com/frm-history.html



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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.

30 points

2. What is the author's intent? |AP|

   a. to compare the speed of delivering news by horse to the telegraph

   b. to tell how news traveled before the telegraph crossed the whole country

   c. to persuade readers to start their own mail delivery service

   d. to entertain readers with stories about young Pony Express riders

   How do you know?

   20 points = *I know this is the author's intent because I read information about how the Pony Express carried news from the east to California. I read about how the Pony Express wasn't needed after the telegraph crossed the whole country. The telegraph replaced the horses.* **15 points =** *I know this is the author's intent because I read information about how the Pony Express carried news from the east to California. I learned how the telegraph replaced it.* **10 points =** *I read information about the Pony Express and how it was replaced.*

20 points

3. Does what you learned from the passage match your prediction? Support your answer. |PR|

   20 points = *Yes. What I learned from the passage matches my prediction. I said the passage would be about delivering mail by horse. I learned about the Pony Express. Boys rode horses across the west to get messages from one place to another.* **15 points =** *Yes. What I learned from the passage matches my prediction. I said the passage would be about delivering mail by horse. I learned about the Pony Express.* **10 points =** *It matches my prediction. I read about the Pony Express.*

20 points

4. Use the important ideas from this list to summarize the passage. |SU|

   Mail traveled slowly from California to the East.

   Boys rode horses across the west.

   The telegraph delivered news in minutes.

   20 points = *When people moved west, it took a long time to get mail and news from the east. A company created the Pony Express to get news to and from California more quickly. Boys carried mail by riding horses across the west. They could deliver messages in ten days. When the telegraph lines reached California, there was no more need for the Pony Express.* **15 points =** *When people moved west, it took a long time to get mail and news from the east. A company created the Pony Express to get news across the country quickly. Boys carried mail by riding horses. The telegraph replaced the Pony Express.* **10 points =** *When people moved west, it took a long time to get mail and news from the east. The Pony Express got news across the country quickly. The telegraph replaced the Pony Express.*

Word Power

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

Skill Questions

Write each word. Then draw a circle above the *r*-controlled vowels.

5 points 1. servant *servant*

5 points 2. odor *odor*

5 points 3. separate *separate*

5 points 4. argue *argue*

Building Meaning

studied	pattern	inventor	attached
instant	popular	types	ordinary

10 points 5. Write a meaningful sentence for the word *popular*.

10 points = *Mom's pies were so popular with the neighbors that they were always bought first at the bake sale.* **5 points =** *Mom's pies were popular with the neighbors at the bake sale.* **1 point =** *Mom's pies were popular with the neighbors.*

10 points 6. I went home the *instant* I heard my mother calling me.

10 points 7. There were many different types of desserts at the bakery. *Types* means—

a. colors.
b. keys.
c. kinds.
d. sizes.

10 points 8. The *inventor* was happy that everyone liked his new idea for a machine to crack eggs.

10 points 9. On ordinary days, I wear jeans to school, but I always wear a dress on picture day. *Ordinary* means—

a. special.
b. regular.
c. sunny.
d. important.

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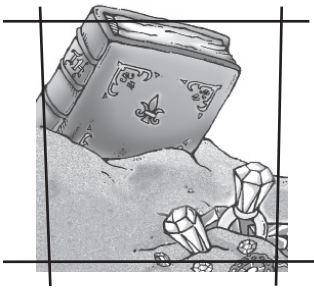
10 points 10. Bill *attached* a flag to his bike so people could see him coming down the street.

10 points 11. In science class, we studied why some animals sleep all winter. *Studied* means—

a. forgot about.
b. guessed.
c. plotted.
d. learned about.

10 points 12. I listened to the tap-tap-tapping *pattern* of raindrops falling on the roof.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

  Today you will write a summary paragraph that describes two types of written messages that you learned about this cycle and how they are different. You read about how letters were the only option before 1850, followed by the telegraph, and finally e-mail.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing a summary.

  A summary is a good way to tell a person the most important information about a topic. Think about a book or movie you recently read or saw. Would you tell a friend about everything in the movie, or just the most important parts? You would probably just tell about the most important events to give your friend a good idea about the book or movie.

- Have students work with their partners. Tell students to each take a turn giving their partner a summary of a book or movie they just read or saw.
- Display the following passage.

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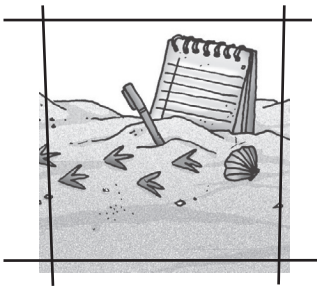
Blackline master provided.

Hedgehogs are interesting little mammals that are native to Europe, Asia, and Africa. They have been introduced to New Zealand, and are often kept as pets in North America. Hedgehogs have a spiny coat of fur that protects them from predators. They curl up in a ball when they are threatened, making them tough to hurt. These little animals are meat eaters that dine on a variety of insects, such as worms, centipedes, and snails. Larger hedgehogs may even eat frogs and snakes. Hedgehogs can be five to fourteen inches long from nose to tail, with the average hedgehog being a little larger than a tea cup. They are nocturnal animals who will stay curled up in a ball until it is time to hunt at night. They also hibernate in the winter in colder climates, and sleep through drought and heat in desert climates.

- Use **Think-Pair-Share** to have students identify the main idea of the passage. Randomly select a few students to share. *The passage is about hedgehogs.*
- Use **Team Huddle** and **Random Reporter** to have the groups provide a summary of the paragraph, giving you the most important details about hedgehogs from the passage. *(Answers may vary.) Hedgehogs are animals with spiny fur that live in Europe, Asia, and Africa naturally and have been brought to New Zealand and North America. They mostly eat insects that they hunt at night. Hedgehogs are a little larger than a tea cup. They hibernate when it is very cold or very hot.*
- Point out to students that when they summarize, they can leave out very specific information, such as the size in inches of a hedgehog or exactly what insects they eat.
- Tell students that they will write a summary about two written forms of communication mentioned in *From the Telegraph to the Internet* and show how they are different.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

  Remember that today you will write a summary about two written forms of communication mentioned in the text and show how they are different.

tps

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

Student Edition, page S-18

Writing Prompt
You read about how letters were the only way to send messages long distances for a long time. Later on, we invented telegraph machines and computers. Write a summary about at least two forms of written communication. Begin your summary with a sentence that tells the main idea. Provide at least two details about each form of written communication. Remember that your summary should show how they are different. Your paragraph should end with a sentence that restates the main idea.

Scoring Guide	
Your summary explains and shows the differences between two forms of written communication from the text.	**30 points**
Your summary begins with a sentence that introduces the main idea.	**15 points**
You provide at least two details about each form of written communication.	**10 points each (40 points maximum)**
Your summary ends with a sentence that restates the main idea.	**15 points**

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

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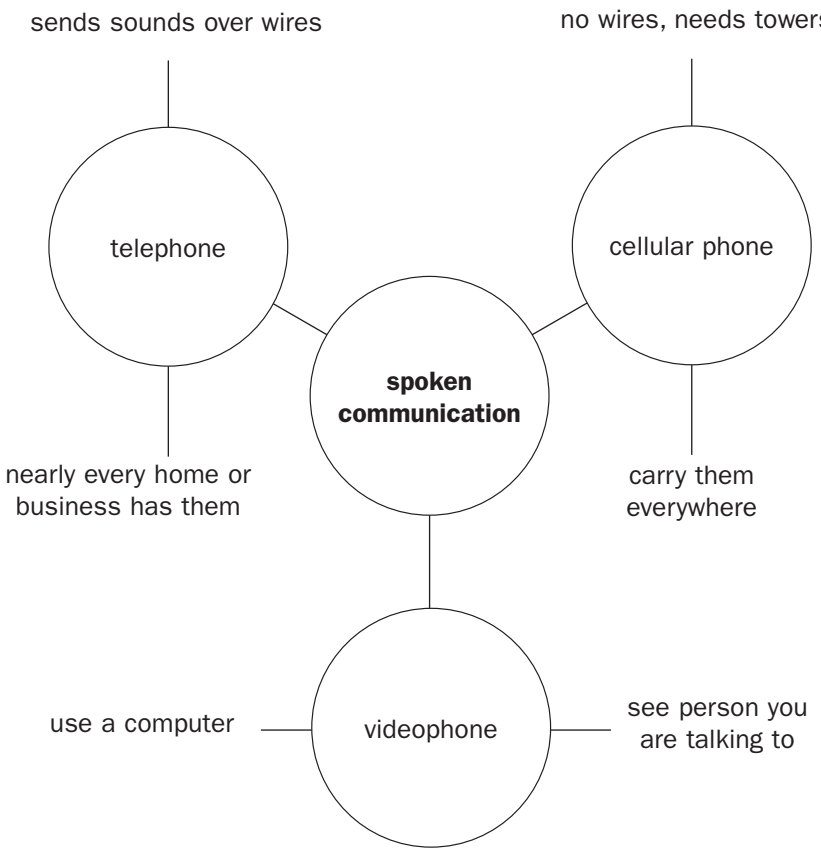
Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order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

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

Sample Graphic Organizer



Drafting

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

Sharing, Responding, and Revising

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

Editing

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

  Using the correct punctuation is important to making sure your writing stays clear and easy to read. A complete sentence should end with a period or an exclamation point. A complete question should end with a question mark. Remember that exclamation points are used to show excitement, shouting, or anger, so you should know when it is right to use an exclamation point. They are not usually used in informational writing. A sentence should have commas in it if you list three or more things in the sentence. A comma should separate each item in your list.

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- Display the following summary.

Blackline master provided.

> People have used letters and e-mail to send written messages to family and friends. Handwritten letters used to be the only way to send a written message. It could have taken days for a letter to travel from your house to a friend or family member's house! Now people can send e-mails to their friends or family using a computer and the Internet E-mails arrive in another person's e-mailbox almost instantly. People have come up with newer inventions to send written messages more quickly.

- Use **Team Huddle** and **Random Reporter** to have students identify punctuation mistakes made in the paragraph. *There is an exclamation point at the end of a sentence. This summary should not show excitement. There is no period ending the third to last sentence.*
- Tell students to check their own drafts for proper punctuation.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

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

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	– **What is your team celebration score?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

Lincoln Wins Reelection

(Washington, D.C.) — Last night, Abraham Lincoln was elected president for the second time. He defeated his rival, General George McClellan. It was not a close election. President Lincoln won almost all the votes. President Lincoln will be sworn in to office early next year….

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Tiger Lily

The tiger lily is a yellow and orange flower. It is in the lily family of flowers. It has black spots and stripes. That is how it gets its name. The tiger lily is found all over the world. Some people grow it to eat it.

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Hedgehogs are interesting little mammals that are native to Europe, Asia, and Africa. They have been introduced to New Zealand, and are often kept as pets in North America. Hedgehogs have a spiny coat of fur that protects them from predators. They curl up in a ball when they are threatened, making them tough to hurt. These little animals are meat eaters that dine on a variety of insects, such as worms, centipedes, and snails. Larger hedgehogs may even eat frogs and snakes. Hedgehogs can be five to fourteen inches long from nose to tail, with the average hedgehog being a little larger than a tea cup. They are nocturnal animals who will stay curled up in a ball until it is time to hunt at night. They also hibernate in the winter in colder climates, and sleep through drought and heat in desert climates.

People have used letters and e-mail to send written messages to family and friends. Handwritten letters used to be the only way to send a written message. It could have taken days for a letter to travel from your house to a friend or family member's house! Now people can send e-mails to their friends or family using a computer and the Internet E-mails arrive in another person's e-mailbox almost instantly. People have come up with newer inventions to send written messages more quickly.

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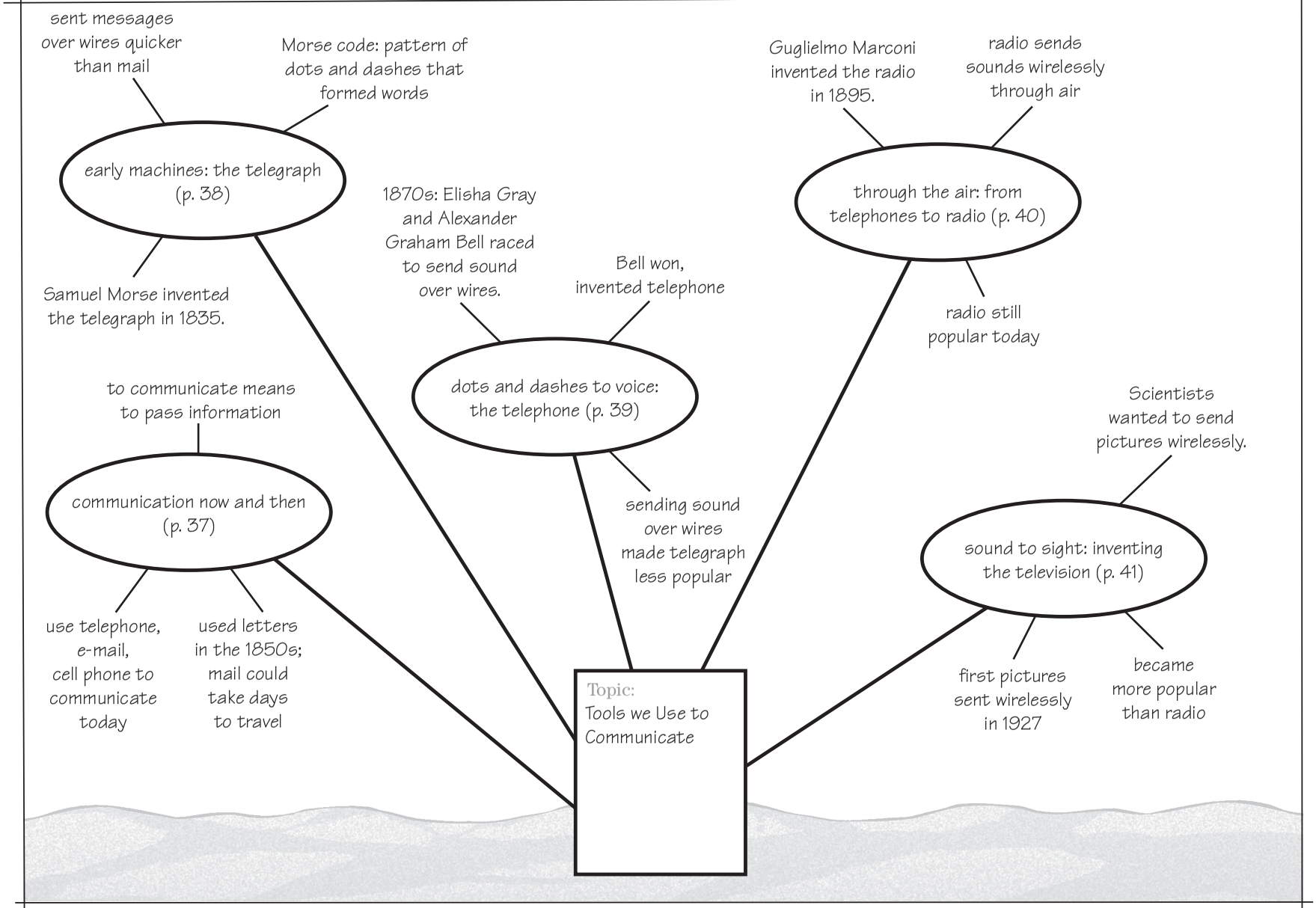
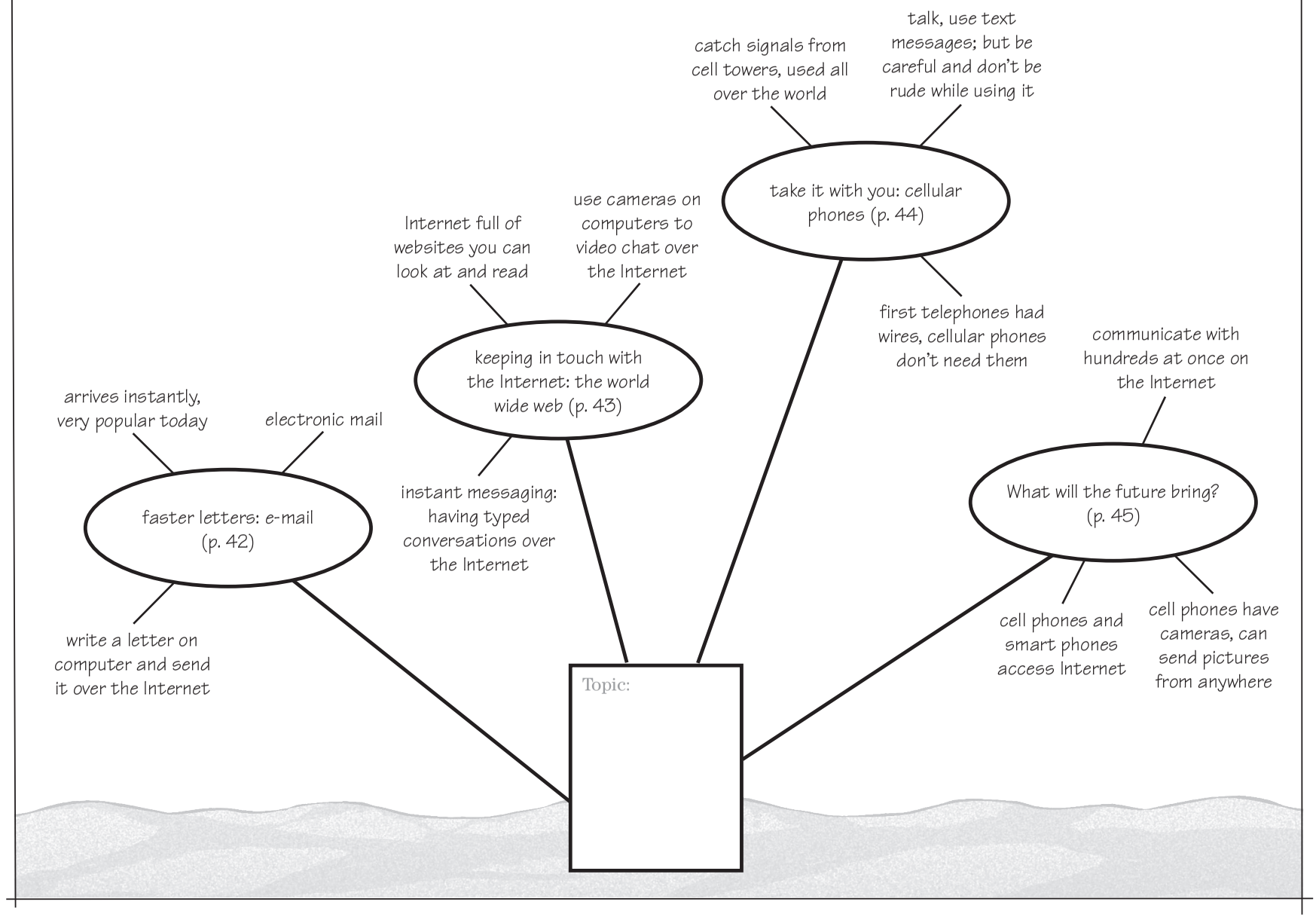
Idea Tree

Title: From the Telegraph to the Internet



Idea Tree

Title: From the Telegraph to the Internet, cont.



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Common Core State Standards

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

LEVEL 2 / *From the Telegraph to the Internet*

English Language Arts Standards: *Reading: Informational*

Key Ideas and Details

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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: *Writing*

Text Types and Purposes

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.

Table of Contents

The Savvy Reader—Predicting Level 2

Student Edition

Predicting with the Whales S-1
Tanya's Recipes S-7
From the Telegraph to the Internet S-13

Predicting with the Whales

DAY 1

Team Talk

1. According to Nick what is a prediction?
2. How do Nick and the Whales predict what *Sillie to the Rescue* will be about?
3. Molly predicts that Sillie will rescue a little dolphin. What clues does she use?
4. What is your prediction about the story? Explain your clues. (Write-On)

The Whales' Challenge

Hi boys and girls,

We think making predictions is fun. We've sent you another story so you can have fun predicting too. See if you can predict what the story is about before you read it.

- Look at the front and back covers. Ask yourself: what do I think the story is about? Make a prediction.
- Ask yourself: why did I predict that? Explain your clues.
- Share predictions and clues with your partners.
- Write your predictions and clues down on paper so you can discuss them with your team.

Have fun!

Your friends,
The Whales

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DAY 2

Team Talk

1. After reading page 1, Molly predicts that Sillie will swim up to the creature and surprise it. Why does she predict that?
2. Josh predicts that Sillie will find out that the creature is a boy not a dolphin. What clues does he use?
3. Is there information in the story that proves Josh's prediction correct? What information?
4. What does Molly do when Nick forgets to explain his clues?
5. Molly reads something that makes her change her prediction that Sillie will rescue a baby dolphin. What does Molly read?
6. Did you read anything that changes the prediction you made before you read the story? What did you read? What do you predict now? (Write-On)

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The Whales' Challenge

Hi boys and girls,

Nick is doing a great job making predictions. Predicting has helped him get into the story. He might even learn something about the animals that live in the bay! You're also reading about an animal that lives in the bay. We can't wait to find out what you learn about Mateo the manatee!

- Take turns with your partners reading page 1 of *Mateo the Manatee*.
- Ask yourself: Do I have ideas about what will happen next? If you do, make a prediction. Share your predictions and clues with your partners.
- Take turns reading page 2. Did your predictions come true? How do you know?
- Are there clues on page 2 that give you ideas about what will happen next? If so, make a prediction. Share your predictions and clues with your partners.
- Write your predictions and clues so you can discuss them with your team.

Have fun!

Your friends,
The Whales

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DAY 3

Team Talk

1. Do you think Nick has learned that it's important to explain the clues he uses to make predictions? Why do you think that?
2. Do you think it's a good idea to discuss clues with your partner? Why?
3. Nick changed the prediction he made before he read the story. What did he predict *Sillie to the Rescue* would be about? Why did he change his prediction? What is his new prediction? (Write-On)
4. Did the prediction you made before you read the story work out? How do you know?

The Whales' Challenge

Hi boys and girls,

Reading *Sillie to the Rescue* taught Nick some things about dolphins. You're learning about dolphins and manatees! Can you find clues that help you predict the rest of the story about Mateo? Of course you can!

- Take turns with your partners reading page 3 of *Mateo the Manatee*.
- Did the prediction you made after reading page 2 come true? What information tells you that?
- Do you have ideas about how the story will end? If so, make a prediction.
- Discuss your prediction and clues with your partners. Remind your partner if he or she forgets to explain the clues.
- Write your predictions and clues so you can discuss them with your team.
- Take turns reading page 4. Did your prediction come true? What information tells you that?

Have fun!

Your friends,
The Whales

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DAY 4

Team Talk

1. What did you predict before you read the story? What clues helped you make this prediction? (Write-On)
2. Was your prediction confirmed? Give two details from the story that support your answer.
3. Why does Ellie forgive the bees for scaring her?
4. The word *strolled* means—
   a. sprinted.
   b. walked.
   c. skipped.
   d. hopped.

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Tanya's Recipes

Word	Identification Strategy	Definition	Sentence
arrive	chunk	come to, show up	The students were told to *arrive* at school before the bell rang.
searched	base word + ending	looked through to find something	I *searched* my closet for my shoes.
beside	chunk	next to	Jacques can hear his brother snore because their beds are *beside* each other.
replied	chunk	answered	When the teacher called Lisa's name, Lisa *replied*.
eager	chunk	excited, looking forward to something	Dewey was *eager* to see his friends the next day.
confess	chunk	admit	Molly had to *confess* because she stole the cookies.
actual	chunk	real	At the fire station, we saw *actual* firefighters!
pretended	base word + ending	acted like, made believe	In acting class, we *pretended* to be famous movie stars.

Fluency in Five	DAY 2	DAY 3	DAY 4
	Page 28 (paragraphs 1–5)	**Page 28 (paragraphs 1–5) or 30 (paragraphs 1–3)**	**Page 28 (paragraphs 1–5), 30 (paragraphs 1–3), or 32 (paragraphs 1–3)**

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DAY 1

Team Talk

1. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On)
2. Why is Tanya searching for her mom?
   a. She is looking for her to make lunch.
   b. She wants to play a game with her.
   c. She is lonely without her mom there.
   d. She wants to know about her surprise.
3. How would you describe Tanya's character? Why?
4. Why isn't Tanya's mom at home? What is she doing?

DAY 2

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. Why does Tanya rush out to the driveway?
   a. Her mom is finally home.
   b. She wants to play basketball.
   c. Her dad wants to show her what he made.
   d. She sees a friend outside.
3. What does the word *toted* mean? How did you figure this out?
4. Does Tanya's mom figure out Tanya's surprise? Tell how you know.

Skill Practice

Write each word in your journal. Then chunk each word by drawing a paddle between the word parts.

1. suppose 2. define 3. elevate 4. parade

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Building Meaning

arrive	searched	beside	replied
eager	confess	actual	pretended

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.
   Nunzio _____ his room high and low for his sneaker, but couldn't find it.

DAY 3

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. What happens **after** Tanya's mom thinks and thinks?
   a. She asks Tanya for a clue to her secret.
   b. She tells Tanya she can't guess her secret.
   c. She guesses Tanya's secret correctly.
   d. She asks Tanya's dad for the answer to the secret.
3. How does Tanya's mom feel about Tanya's surprise? How can you tell?
4. Do you think Tanya has asked for help figuring out words in the past? How can you tell?

Skill Practice

Write each word in your journal. Then chunk each word by drawing a paddle between the word parts.

1. advice 2. reptile 3. compute 4. porcupine

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Building Meaning

arrive	searched	beside	replied
eager	confess	actual	pretended

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

6. Kayla knew it would be hard to <u>confess</u> to her parents about breaking their lamp. *Confess* means—
   a. lay blame.
   b. admit.
   c. cover up.
   d. lie.

Practice Lists

Group 1		
surprise	escape	before
costume	tadpole	awake
mistake	athlete	exercise
Group 2		
escape	lamb	tadpole
way	exercise	noise
surprise	twin	awake

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DAY 4

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. Why is Tanya so excited?
3. How does Tanya feel differently about the chicken before and after it's fried?
4. Which of the following best explains why the food smells better than usual to Tanya?
   a. She used tastier ingredients than usual.
   b. She doesn't have a cold this time.
   c. She used more spices on the chicken.
   d. She helped her mom cook the food.

Skill Practice

Write each word in your journal. Then chunk each word by drawing a paddle between the word parts.

1. became 2. crocodile 3. compete 4. bulldoze

Building Meaning

arrive	searched	beside	replied
eager	confess	actual	pretended

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.
   Carla was so _____ to go to school for the first time that she couldn't eat.

On My Own

tadpole	athlete	twin
noise	exercise	way
before	escape	surprise

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DAY 6

Writing Prompt
Tanya is very excited to help her mom make her favorite dinner: fried chicken and gumbo. What is your favorite dinner? Write a paragraph about your favorite dinner. Begin your paragraph with an opening sentence that tells the reader your favorite dinner. Then use your five senses—hearing, sight, smell, taste, and touch—to describe your favorite dinner. Provide at least one detail for each of your senses. Write a closing sentence that restates the main idea. At the end of the lesson, you will create a class book that includes all of your favorite dinners.

Scoring Guide	
It is a sensory paragraph about your favorite dinner.	**25 points**
Your paragraph begins with an opening sentence that tells the reader your favorite dinner.	**15 points**
You describe your favorite dinner, using your five senses and providing at least one detail for each of those senses.	**10 points each (50 points maximum)**
You include a closing sentence that restates the main idea.	**10 points**

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From the Telegraph to the Internet

Word	Identification Strategy	Definition	Sentence
studied	base word + ending	learned about	In math class we *studied* how to add long numbers.
pattern	chunk	series, shape, design	Together, the stars made a heart-shaped *pattern* in the sky.
inventor	chunk	someone who does something in a new way	The *inventor* works on new ideas that will change the world.
attached	base word + ending	connected, hooked	The flag is *attached* to the flagpole with a rope.
instant	chunk	very quick time	My calculator adds long numbers in an *instant*, so it's fast.
popular	chunk	well liked, enjoyed by many	Many people loved the book by the *popular* author.
types	base word + ending	kinds, sorts	The fruit market sells many *types* of fruit from around the world.
ordinary	chunk	regular, usual	On *ordinary* days, I ride the bus to school, but on special days, Dad takes me.

Fluency in Five	DAY 2	DAY 3	DAY 4
	Page 42 (paragraph 2)	**Page 42 (paragraph 2) or 40 (paragraphs 1 and 2)**	**Page 42 (paragraph 2), 40 (paragraphs 1 and 2), or 45 (paragraphs 1 and 2)**

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DAY 1

Team Talk

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On)
2. What is Morse code?
3. How is the telephone different from Morse code?
   a. The telephone sends sounds over wires.
   b. The telephone sends pictures over wires.
   c. The telephone sends digital letters over wires.
   d. The telephone sends electric shocks over wires.
4. Why do people listen to the radio?

DAY 2

Team Talk

1. What prediction did you make about the text before reading? What clues did you use to make this prediction? (Write-On)
2. What does the *e* in *e-mail* stand for?
3. Is e-mail the only form of communication you can use on the Internet? Why or why not?
4. You can tell landline or ordinary phones are not as popular anymore because—
   a. you should not use them in a movie theater.
   b. some people only have cellular phones.
   c. you can get hurt talking on the phone while walking.
   d. they use wires instead of signals from towers.

Skill Practice

Write each word in your journal. Then draw a circle above the *r*-controlled vowels, and read each word.

1. tar 2. forgive 3. supper 4. lard

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Building Meaning

studied	pattern	inventor	attached
instant	popular	types	ordinary

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

6. Which of the following describes something that happens in an instant?
   a. lightning flashing
   b. paint drying
   c. mountains shrinking
   d. grass growing

DAY 3

Team Talk

1. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On)

2. Morse code is a pattern of dots and dashes. Using the chart on the side of page 38, what do you think the difference is between a dot and a dash?

3. Which of the following best describes a party line?
   a. a phone line shared by your family
   b. a phone line used to plan neighborhood parties
   c. a phone line shared with several neighbors
   d. a phone line that is more fun than usual

4. How does a radio work?

Skill Practice

Write each word in your journal. Then draw a circle above the *r*-controlled vowels, and read each word.

1. force 2. corner 3. market 4. overthrow

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Building Meaning

studied	pattern	inventor	attached
instant	popular	types	ordinary

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 describes something that does not happen in an <u>instant</u>?
   a. a snap of the fingers
   b. a second in time
   c. a tree growing taller
   d. flicking on a light switch

Practice Lists

Group 1		
mother	charge	sort
war	worse	meter
interest	party	whether
Group 2		
party	rain	interest
else	sort	while
mother	deep	charge

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DAY 4

Team Talk

1. What prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On)
2. A cell phone is different from a landline because it—
   a. does not allow you to speak with people.
   b. cannot leave your house or it will lose signal.
   c. cannot receive pictures or text messages from friends.
   d. does not need wires and can go everywhere with you.
3. How do some cell phones help people communicate in more ways than just talking?
4. Use the following important ideas to help you summarize *From the Telegraph to the Internet*.

   The telegraph and telephone allowed messages to be sent over wires.

   Radio and television allowed messages to be sent wirelessly.

   Computers and the Internet help people communicate faster than ever.

Skill Practice

Write each word in your journal. Then draw a circle above the *r*-controlled vowels, and read each word.

1. effort 2. target 3. govern 4. sailor

Building Meaning

studied	pattern	inventor	attached
instant	popular	types	ordinary

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 _____ my new paper to the old one with a staple.

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On My Own			
	worse	meter	else
	charge	interest	while
	deep	war	rain

DAY 6

Writing Prompt	
	You read about how letters were the only way to send messages long distances for a long time. Later on, we invented telegraph machines and computers. Write a summary about at least two forms of written communication. Begin your summary with a sentence that tells the main idea. Provide at least two details about each form of written communication. Remember that your summary should show how they are different. Your paragraph should end with a sentence that restates the main idea.

Scoring Guide		
	Your summary explains and shows the differences between two forms of written communication from the text.	**30 points**
	Your summary begins with a sentence that introduces the main idea.	**15 points**
	You provide at least two details about each form of written communication.	**10 points each (40 points maximum)**
	Your summary ends with a sentence that restates the main idea.	**15 points**

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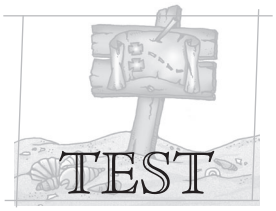

Comprehension Questions

Read *Peter Panda Gets a Sister*, and answer the following questions.

Peter Panda Gets a Sister

Peter is a panda. He lives in a zoo. Peter's days are filled with happiness. At least they were, until his sister was born. Peter liked having all of his parents' attention. He liked having first choice of the bamboo he ate for lunch. He liked having a whole pen to himself when he wanted to be alone. But all that changed when Penny was born.

"I need help, Mom," Peter called to his mother.

"I'm sorry Peter. I'm helping your sister right now. You are a big boy and can help yourself," his mother said.

Peter sulked. He let out a roar. He ran away to his pen. No one had time to pay attention to Peter anymore. Even the visitors who came to the zoo were only interested in seeing Penny. Peter was very unhappy.

Suddenly Peter saw his mother. His heart raced! She had come to find him. She did care! But then he realized, following closely behind his mother was Penny.

"Rats!" Peter muttered to himself.

"I need Penny to stay in your pen, Peter. You're her big brother. She needs to spend time with you," his mother said sternly.

"Fine," Peter huffed. But in his heart, he knew he wasn't going to like her. Now he even had to share his own private pen. This would never work out.

Shortly after his mother left, Penny started to whimper. Peter didn't know what to do. He looked around for his mother, but he and Penny were all alone. Peter watched Penny. She looked very sad as she whimpered. Peter scooted closer to Penny.

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As soon as Penny felt Peter's warm fur, she nestled close to him. She stopped whimpering. Peter watched her as she slept cuddled in his chest. She was kind of cute. Peter felt his heart begin to melt. Penny might just be the best thing to happen to him after all.

1. What do you predict about this reading? Explain the clues you used to make a prediction.

2. Was your prediction confirmed? Give two details from the story to support your answer.

3. How do Peter's feelings about Penny change?

4. Which of the following clues helped you make a prediction about this reading?
   a. title
   b. events
   c. characters' feelings
   d. all the above

5. How do you think Peter feels when Penny begins to whimper?

6. Why does Peter's mother leave Penny with Peter?
   a. She knows spending time with Penny will change Peter's mind.
   b. She does not want to be the only one taking care of Penny.
   c. She needs to find food for the family.
   d. She wants Peter to have a job.

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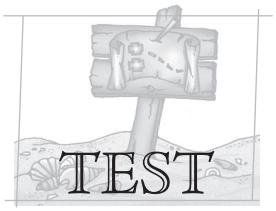

Comprehension Questions

Read page 33 of *Tanya's Recipes*, and answer the following questions.

1. What was one of your predictions from days 1–4? Did any of your other predictions actually happen? Explain how you know.

2. Why could you describe Tanya as impatient?

3. Why is Tanya especially excited about today's family dinner?
   a. She helps her mom make it.
   b. She hasn't seen her aunt in a long time.
   c. She has chosen to make her mom's favorite food.
   d. She doesn't have to help.

4. What does Tanya's mom do **before** everyone eats?
   a. She unfolds her napkin on her lap.
   b. She tells Uncle Joe everything is good.
   c. She tells everyone what Tanya did.
   d. She asks for help setting the table.

5. How can you tell that Tanya's family is happy for her?

6. Read this paragraph. Make a prediction about what will happen next. Tell why you think that will happen.

   The knight rode into the forest where the dragon lived. He had heard stories about the evil dragon. He held tight to his sword. Then he heard a rumble and a roar. He looked into the distance.

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Word Power

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

Skill Questions

Write each word. Then chunk each word by drawing a paddle between the word parts.

1. behave 2. excite 3. arrange 4. fortune

Building Meaning

arrive	searched	beside	replied
eager	confess	actual	pretended

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

6. Elsa _____ that she could see and talk to her little sister's imaginary friend.

7. Actual elephants seem a lot bigger up close than they do on the television. *Actual* means—

   a. believable.

   b. real.

   c. fake.

   d. dishonest.

8. The dog waited by the front door for her master to _____ home.

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9. We put our tents up <u>beside</u> the little stream. *Beside* means—

    a. away from.

    b. under.

    c. above.

    d. next to.

10. Betty felt guilty and wanted to _____ to Veronica that she had told a lie.

11. As we played hide and seek, I <u>searched</u> for my friends throughout the house. *Searched* means—

    a. looked.

    b. followed.

    c. led.

    d. missed.

12. Kimberly was _____ to eat her favorite dinner, so she sat at the table first.

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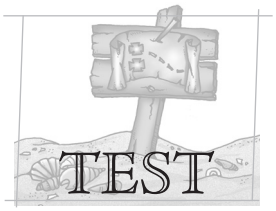


Test Passage

Preview the test passage, and answer the following question.

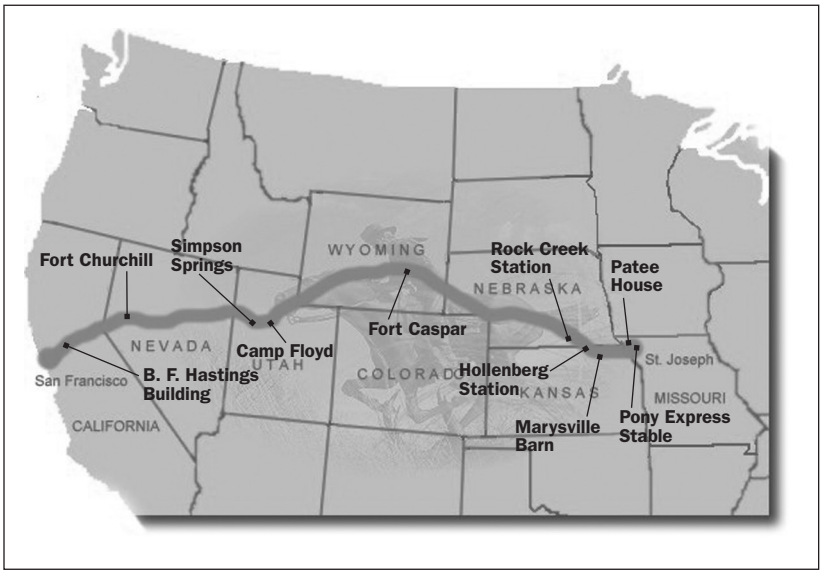
1. What prediction can you make about the passage before reading? What clues helped you make this prediction?

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Mail by Horse

News and mail moved slowly in the past. It took more than a month for mail to go from California to the East. People wanted news from home faster. A company created the Pony Express in 1860. They hired boys to carry mail across the west. The boys rode horses. They changed horses at rest stations. This let them ride quickly. It took ten days for mail to go from place to place. The service ran for less than two years. Telegraph lines took the place of horses. News could go across the country in minutes.

Source: www.xphomestation.com/frm-history.html



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Comprehension Questions

Use your graphic organizer to answer the following questions.

2. What is the author's intent?

   a. to compare the speed of delivering news by horse to the telegraph

   b. to tell how news traveled before the telegraph crossed the whole country

   c. to persuade readers to start their own mail delivery service

   d. to entertain readers with stories about young Pony Express riders

   How do you know?

3. Does what you learned from the passage match your prediction? Support your answer.

4. Use the important ideas from this list to summarize the passage.

   Mail traveled slowly from California to the East.

   Boys rode horses across the west.

   The telegraph delivered news in minutes.

Word Power

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

Skill Questions

Write each word. Then draw a circle above the *r*-controlled vowels.

1. servant 2. odor 3. separate 4. argue

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Building Meaning

studied	pattern	inventor	attached
instant	popular	types	ordinary

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

6. I went home the _____ I heard my mother calling me.

7. There were many different types of desserts at the bakery. *Types* means—
   a. colors.
   b. keys.
   c. kinds.
   d. sizes.

8. The _____ was happy that everyone liked his new idea for a machine to crack eggs.

9. On ordinary days, I wear jeans to school, but I always wear a dress on picture day. *Ordinary* means—
   a. special.
   b. regular.
   c. sunny.
   d. important.

10. Bill _____ a flag to his bike so people could see him coming down the street.

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11. In science class, we studied why some animals sleep all winter.
    Studied means—

    a. forgot about.

    b. guessed.

    c. plotted.

    d. learned about.

12. I listened to the tap-tap-tapping _____ of raindrops falling on the roof.

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